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THE LINCOLN READERS



A MANUAL FOR TEACHERS



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THE LINCOLN READERS

A MANUAL FOR TEACHERS

BY

ISOBEL DAVIDSON

SUPERVISOR OF CITY GRADES
DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF WISCONSIN

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PREFACE

TO THE TEACHER

This manual is for you. Its object is to help you in the teaching of silent reading. If you have read the Introduction to the Lincoln Readers, you are already familiar with the underlying purpose of the series, which is to develop the ability to read—to develop effective habits of study.

In order to do effective teaching of reading, one should keep in mind the Objectives of Reading and consider the means for attaining them. You should, therefore, read the Introduction again and again to grow into a clearer conception of the meaning of Objectives of Reading.

The material in the Lincoln Readers has been selected on the basis of these objectives and subjected to class room test, as well, while the Study Helps are planned to meet the needs of both your pupils and yourself. The aim has been to give material which stimulates wide reading interests and, at the same time, to give concrete, timely suggestions which will direct and guide practice in the use of the various *reading abilities* which commonly function in everyday life.

Recent investigations in the field of reading have been most significant, and while you may be unable to read all the reports, investigations, courses of study, and books by experts, you will have a better conception of reading, and particularly silent reading, if you will read one of the more recent books upon the subject. Among others, Germane and Germane, *Silent Reading*, and Stone, *Silent and Oral Reading*, are recommended. These books by experts and the

Lincoln Readers themselves might be sufficient guides; but, remembering the handicaps under which some of you work, the lack of experience of others, and other factors which determine success or failure, this Manual is to serve in presenting to you the basic principles underlying the teaching of reading and, through suggestive lesson plans, devices, etc., to help you to apply these principles successfully.

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THE TEACHING OF READING

CHILDREN'S NATURAL READING INTERESTS BASED ON EXPERIENCE

Children live in a world presenting many situations, leading in many directions, and calling out many questions, a world in which many sided interests are beginning to take root, some of them to die, some of them to live.

Children are naturally problem finders as well as problem solvers. It is the business of the school, therefore, to provide real situations, as nearly as it is possible to do so, in which children can both find problems and the means of solving them. With the youngest children these situations are furnished from every day experiences which the child re-creates in play and about which he gains needed information through pictures, books, and people. As children grow older, the projects become more constructive, more real and permanent, such as the building of playhouses, barns, trucks, etc. About the age of eight or nine, this desire to make and build becomes subordinate, to a certain extent, to the growing desire to know the why and the how of things. Making and discovering are keen interests with young children.

There are two other groups of interests which the school aims to direct. The *first* is the real pleasure and charm which the child experiences in becoming familiar with stories, plays, music, and pictures. This group makes it possible to enrich his life through the reading of literature and the interpretation of art. The *second* interest is that which comes through *acquired skill*, through doing over and over again those things which he can do well. It is this second group of inter-

ests which makes it possible to carry on necessary drill work, for instance, when needed to develop skill in reading. About the age of eight or nine, children delight in word learning, in memorizing multiplication facts, poems, and the like. The teacher's part in this period is to expose the children to situations in which certain skills become desirable goals to them, as in reading, memorizing, writing or arithmetic. At this stage the practice itself brings a kind of joy, while satisfaction or annoyance with the result is keenly felt by the children. During this period they are eager to participate in contests of skill, and are also keenly interested in helping others to win by repeated practice. Small groups organized under pupil leadership are outlets to energy.

The school provides opportunity for attainment of reading skill. At the present time, we are trying to tie reading to practical everyday experience as a further means to stimulate thinking. Silent Reading aims to provide practice in both thinking and doing. The Lincoln Readers are essentially practice books, since the material provides for a wide reading experience in preparation for the demands of everyday life.

SELECTION OF MATERIAL

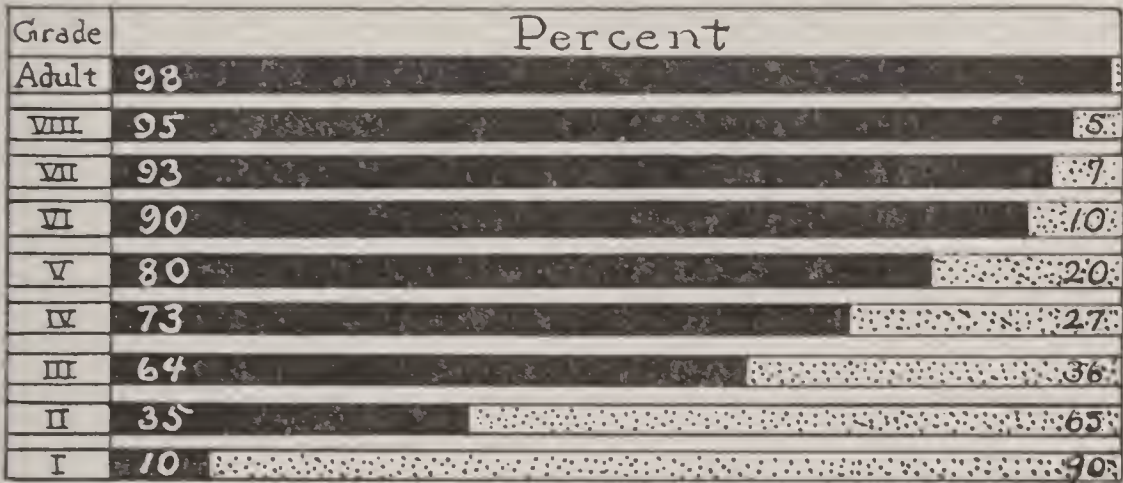
Reading may be either silent or oral, determined largely by the type of material and the use to which it is put. In silent reading emphasis is placed upon *informational* rather than *literary* material, though it does not exclude the *literary*. Indeed, we might call informational material the *literature of knowledge*, and the classics, the *literature of power*. Both are needed to enlarge and increase experience; but, in *learning to read*, it seems wise to make a wider use of the literature of knowledge, of informational material, such as one meets in the usual daily routine; it affords an excellent opportunity for training in thought-getting and thought-sharing without

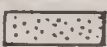
the attending danger of destroying a taste for the best things in our literary inheritance by commonplace treatment. A child needs much practice in order to become a skillful reader, so both *materials* and *methods* should be chosen wisely or we may defeat the very purpose we have in mind, which is *cultivating a desire to read*.

SILENT AND ORAL READING COMPARED

Silent Reading is the form of reading most commonly used in every day life. Since it is the custom in most homes for each member of the family to read his own book or magazine at his own pace, sharing the contents only occasionally by oral reading, it is recognized as essential that more emphasis be placed upon this type of work in the schools. Training in silent reading throughout the grades and high school should be given an increasing amount of attention, not to the entire exclusion of oral reading, but in a ratio that best meets present social practice.

The Approximate Amount Of Time Given To Oral And Silent Reading Is Shown On The Accompanying Graph.



Legend:  Silent Reading
 Oral Reading

EMINENT AUTHORITIES QUOTED

“Reading is active, selective thinking.”—THORNDYKE.

“From such evidence (study of eye span) investigators conclude that the common emphasis upon oral reading above third grade seriously interferes with the development of habits of skilled silent reading.”—PARKER.

“The end of reading is not the pronunciation of words. It appears too often in reading classes that teachers are satisfied with the reading exercise when it issues in pronunciation of the words. Indeed, pupils are misled by the demands of the school into the same false view about reading. Especially is it true in the upper grades, where the reading matter begins to have a complex meaning, that pupils often get no farther than the sounding of the words.

“Pronouncing words cannot be treated as a legitimate end in itself. Oral reading is legitimate as an introductory device in the first grade. Indeed, oral reading is a necessity in the lower grades because the pupil enters school with oral language developed. But oral reading is a menace to intelligence when it emphasizes such matters as enunciation and forms of expression to such an extent as to eclipse the recognition of meanings.” (C. H. Judd, “Reading, Its Nature and Development,” pages 141 and 142.)

“It is expected that every child will become a rapid silent reader. This is a skill which can be acquired only through persistent, intelligent, well-directed practice. However, its acquisition is often endangered by the erroneous supposition that all reading in the primary grades must be oral reading.” (Briggs & Coffman *Reading in Public Schools*, page 62.)

“Oral reading is improved through silent reading. This fact has not been appreciated by teachers

generally, and even when teachers have known this, they have not known how to conduct silent reading exercises.

“We firmly believe that experiments will prove that, even in the primary grades, oral reading ability can be developed through training in silent reading. Hawley secured marked gain in silent reading performances in the sixth grade through the use of daily thought drill exercises and weekly thought tests. Without being emphasized, oral reading improved at the same time.” (Dr. W. W. Theisen, 20th Year Book, pages 8 & 9.)

Emphasis should be placed *upon meaning* in oral reading much more than has been done. In fact the danger inherent in oral reading has been its over emphasis on words—pronunciation, enunciation, expression, etc.—at the expense of meaning. “To be satisfied with mechanical proficiency at the start, is to invite trouble later.” (Theisen, 20th Year Book.) Definite proof of this is brought out in a contrast between Cleveland, which emphasized mechanics in the primary grades, and St. Louis which primarily emphasized thought. (See Surveys, Cleveland and St. Louis, and Courtis, “Report Measurement of Class Room Products. Gary.”)

CORRECT INTERPRETATION ALL IMPORTANT

Hitherto, stress has been laid on oral reading attainment. Tests have revealed that practically no special attention was being given to the matter of correct interpretation of the material read. Children could read orally in a satisfactory manner, but they were not being encouraged *to look for the central thought*; they were not required *to reproduce the subject matter of the text*; nor to show whether the *author's aim had been sensed*; nor yet *to react to the thoughts conveyed* in any definite way.

“Reading is carried on in every day life primarily in response to some felt need, and controls action. A citizen reads the campaign statements of the various candidates in order to cast his vote intelligently, or reads an advertisement in order that he may be informed about the best place to buy articles desired, or reads a bit of literary prose or poetry to feed his soul and thus to satisfy artistic appreciations.” 20th Year Book, Part II. p. 153.

READING SHOULD GROW OUT OF PROBLEMS OR PROJECTS

The latter may seem far removed from the former, but in the last analysis, all reading of whatever type or kind modifies behavior of the reader. With this thought in mind, the belief is steadily growing that a large part of children's reading in the early grades should grow out of and be a part of *problems* or *projects* upon which the children engage as a means for enlarging experience. In such case, reading provides the opportunity for thinking and doing in a rational, natural fashion, not excluding emotional or dramatic responses. It places larger emphasis upon more simple and more direct purposes and these find expression in the observation of things, in play with things, in dramatizing, in making or constructing playthings and articles of use, in drawing, writing, etc. All of these are common activities in which children engage outside of school and which should be continued in school as a medium for testing their comprehension of meanings.

MEANING AND EXPERIENCE

Ideas gained from the printed page can have meaning only as they are tied up with experience. In this sense, reading serves as a medium by which to modify the child's behavior. To read incorrectly must be seen by the child to result in defective action. To know that one has read cor-

rectly must give satisfaction; and if one fails, there should be the corresponding dissatisfaction or annoyance. One should be able to learn the cause of failure and to apply the remedy. Is it in the learner? Is it in the type of reading material presented? Is it in the failure to give opportunity for natural child-like reactions to reading content?

VARIED CONTENT

The content must be varied to meet the changing interests throughout a changing year. It must be material which increases the children's field of interests in common things while at the same time it gives practice in reading which leads to mastery of other subjects of the curriculum. The ability to read books of literature, informational material, history, geography, arithmetic is based upon the ability to grasp the central thought in simple selections of a similar type. Throughout the Lincoln series the *type lessons* are especially adapted to train in economical and effective study habits; to secure thorough mastery of mechanics; to establish economical and effective use of books; and to develop permanent reading interests, which is just another way of stating the Objectives presented in the Introduction to the texts.

KINDS OF SILENT READING

As we observe the use made of reading for social purposes, we find that there are two principal types; reading for recreation, or just for fun, and reading for some specific purpose, other than enjoyment, as, the acquisition of usable knowledge. Parker in his "Types of Teaching and Learning" classifies the one as recreational, or cursory, non-reflective, non-studious reading; the other, reflective, studious reading.

The aim of the school is to train pupils *in acquiring skill* in silent reading and is, therefore, concerned with providing

practice in both cursory and studious reading. Three types of reading matter are accessible: (1) library facilities both in school and out, give opportunity for emphasizing reading as a "leisure occupation"; (2) the *texts* provide the practice material for the studious or reflective reading; and (3) the supplementary, or reference material, gives additional practice in consultative or reference reading. To meet practical, everyday needs, the school should emphasize the attainment of skill in cursory, or non-reflective reading; in studious, or reflective reading; and in the consultative type, as a means of securing active, selective thinking.

THE CHARACTERISTICS OF A GOOD READER

The desired goal is summed up in terse terms by R. L. Lyman in *School Review*, 1920, under "The Characteristics of a Good Reader." He says, "The good reader:

1. Reads with a definite purpose or problem in mind.
2. Grasps the author's point of view and central theme.
3. Lays hold on the order and arrangement of the author's ideas.
4. Pauses occasionally for summarizing and repeating.
5. Constantly asks questions of his reading.
6. Continually supplements from his own mental stock.
7. Evaluates the worth of what he reads.
8. Varies the rate of his progress through the reading.
9. Ties up what he reads with problems of his own.

What is the goal of attainment in the Third grade? What do we term good reading at the age of eight or nine? Can children of this age engage in any or all of the above named activities? The answer is "Yes," remembering at all times that the fundamental laws of learning remain the same. *The work differs in degree, not in kind.*

SKILL ACQUIRED BY WELL DIRECTED EFFORT

We are aware that phonic analysis, word and phrase drills, vocabulary building through context and word associations are not yet fully controlled and that children are making crude beginnings in control of ideas. Many children, largely self-taught through much reading, gradually acquire their reading skills by the "trial and error" method. The school aims to short circuit the process by well directed effort to worthy ends. The foundation for good reading is laid in these early grades by using oral reading judiciously and silent reading wisely. At first, speed and comprehension are stressed as important phases of the mechanics of silent reading, while the power *to organize, summarize, and generalize* and the ability to retain and appreciate keeps pace with mental development.

In general, emphasis in silent reading is placed upon the ability (a) to grasp the central thought of a paragraph or part of a story, (b) to understand the author's aim, (c) to reproduce stories in part or in whole, (d) to think beyond the confines of the selection given, and (e) to read more from other books upon the same subject, under the stimulus of some project which gives opportunity for reading and doing to go hand in hand.

"Silent Reading is a means of training pupils in economical and effective study habits, hence the silent reading period should be used to develop that skill. The fundamental factors—speed, comprehension, organization, retention, and appreciation—must therefore be practiced daily." Germane and Germane.

READING ABILITIES vs READING ABILITY

There is no such thing as a general reading ability, but many reading abilities which need to be exercised to produce *reading skill*. Therefore, we, must train children to read dif-

ferent kinds of material and have well defined purposes in mind when they do so.

Each selection in the Lincoln Readers provides for training and testing the children's reading abilities. There are as many types of reading abilities as there are types of material and kinds of reading attitudes. For instance, one's attitude in reading poetry is quite different from that of reading a newspaper column. Hence, the kind of exercises in reading classes should be as varied as the demands made on the reader in connection with his present purposes and in preparation for later ones.

Teachers should form the habit of thinking about practice lessons in reading from this standpoint—viz, *what reading ability or abilities can be emphasized to advantage through this selection?* Nor does it always follow that the material will call into play the same reading abilities. This is to some extent determined by the abilities of the learners, and the purpose for which it is used.

THE MAJOR READING OBJECTIVES

It is not difficult for us to think in terms of the Objectives stated in the Introduction to the Lincoln Readers, viz.

1. The ability to locate needed data and to read it quickly. Rate.
2. The ability to comprehend and interpret what is read. Comprehension.
3. The ability to find, select, and organize data so as to answer most effectively the purpose in hand. Organization.
4. The ability to remember what is read and to use it at some future time. Retention.
5. The ability to read with enjoyment. Appreciation.

These five objectives: *rate or speed, comprehension, organization, retention, and appreciation*, and the opportunity to exercise these daily in ways satisfactory to the children result *in the attainment of skillful silent reading*.

I. SUGGESTIONS FOR INCREASING RATE

See Introduction to Lincoln Readers, “Mastery of Mechanics.”

In order to develop speed, training in the use of the following reading abilities is suggested by Dr. W. S. Gray, University of Chicago.

- 1. The ability to read quickly and to comprehend easily.
- 2. The ability to increase one’s rate in reading.
- 3. The ability to enlarge one’s vocabulary.
- 4. The ability to follow directions with accuracy and with reasonable speed.
- 5. The ability to locate needed data and to read quickly.

Extensive experimental work has been conducted in the field of both oral and silent reading. The results of experiments indicate that the silent reading rate is very much greater than the oral reading rate.

STANDARDS OF SPEED AND CONTENT

<i>Words per minute per grade as indicated</i>								<i>Content, ideas, points</i>
II 100	III 120	IV 150	V 180	VI 220	VII 250	VIII 280	Adult 320	50% of the ideas in a 400 word passage

FACTORS INFLUENCING RATE

It is highly desirable that good reading habits be established at the outset, beginning with simple, silent reading

exercises in first grade and continuing throughout the grades as needed.

1. Rapid reading increases rate. Use phrases, and sentences, even paragraphs, to gain rapid recognition of groups of words. Train in getting "eyefulls" of words, placing stress on both words and ideas.

2. Lip movement and other motor tendencies are detrimental to rapidity. Establish reading with the eyes; and not with the lips, for a lip reader is a slow reader.

3. Establish eye sweeps, decreasing useless eye movements in reading a line by use of brief exercises, such as flash cards, etc.

4. Vocabulary drills, connecting words and meanings, increase rate of speed—words presented singly or in phrases; emphasizing meanings by discussion of conduct, by associations, helps to correct the tendency for over-potent words that catch the child's eye and lead him off on a tangent; while under-potent words, such as prepositions and conjunctions, affecting the meaning to be conveyed, are fixed by drills, devised for this purpose.

5. Reading rate increases with familiarity. Some knowledge of the subject matter being read is a help. Creating atmosphere, setting a problem for solution or discussion of some related interests are helpful factors.

6. Concentration of effort increases rate.

7. Time pressure improves rate.

8. Drills in oral reading check speed in silent reading, hence a need for the maintenance of balance between the two. Silent reading in third grade should receive proportionately the greater emphasis though not to be used exclusively.

9. Extensive reading also increases rate value.

10. A child may be given some means by which he may measure his improvement in rate. A simple individual score card, if possible, or some knowledge of his rate compared with

the class median secures his interest in self-improvement. The Pleasure Reading Score Card is also suggestive. A graph sheet similar to the Curtis Arithmetic practice sheet may be devised.

Probably the most practical plan of all is the class record of individual scores, in an informal or one-minute test, placed upon the board. This will show the rating of each member of the class, and helps the pupil to know, in a sense, his place among his classmates. The simple graph helps both teacher and children to arrive at some conclusions in the matter. If one child can read only 60 words in a minute while another can read 120, both need attention, but on widely different planes. See Tests, p. 50.

SELECTIONS SUITABLE FOR INCREASING RATE*

THIRD READER

The Boy and His Book
Scalp Hunting
Columbus and the Egg
What the Little Men Told Ted
The Cat, the Monkey, and the
Chestnuts
A Rainy-Day Game
Two Brass Kettles
School Room Movies
A Plucky Boy
Teeny Tiny
Too Much for a Whistle
An Automobile Race
Our First Gardeners
The Little Wanderers

FOURTH READER

The Shepherd Boy
Earning a Bicycle
An Honest Indian
All Satisfied
The Biggest Donkey
Baboushka
The Old Man and His Grandson
Two Travelers
The Sorrel Colt
The Switch Parade
How Nanabush Caught the Ducks
The Circus Movies
The Boy Teacher
Don't Crowd
The Smallest Soldier of All

* NOTE.—Not all of the selections are listed under the five headings given above, for two reasons: viz, (1) A selection may fall into one or more of the designated groups, according to the purpose the teacher and pupils may have in mind. (2) Opportunity is thus provided for exercise of initiative on the part of the teacher in determining the best use to which the selection may be put.

FIFTH READER

The Young Lawyer
Uncle Sam
The Boy Guide
The Legend of Sunflower
Tiny Giants
The Birch Tree
My Neighbor
An Escape From a Tiger
The Arrow Makers
House Hunting
A Baking Experience
The Wild Ox From Asia

SIXTH READER

The Great President
The Road That Talked
Odette's Letter
Stories of Early Rome
The Kindly Jest
A Peace Monument
A New Winter Sport
In a Chocolate Shop
The Story of Bread
Mr. Crawfish
Camp Fire Girls
Hare and Hounds

II. SUGGESTIONS FOR INCREASING COMPREHENSION IN READING

The improvement of reading rate is important, but comprehension of ideas should not be sacrificed to increase of speed any more than speed in arithmetic should be secured at the expense of accuracy. One is worthless without the other. Dr. W. S. Gray, University of Chicago, states the following:

1. If a child knows that he may be called upon to reproduce what he has read, his quality of reading improves.

2. Rapid readers usually, though not always, read more effectively than slow readers. Increased rates add to comprehension, though skimming and slipshod rapidity in reading tend to injure reading.

3. Training in the ability to grasp quickly and accurately the thought of a sentence, the content of a paragraph, or the main point of a story, and in the ability to reason or to make judgments covering what is read, are essential in effective silent reading.

USES OF READING ABILITIES TO INCREASE COMPREHENSION

1. To read as rapidly as possible and to interpret readily.
Use of time pressure.
2. To interpret and remember for the purpose of reproducing what is read.
3. To determine the relative importance of different facts.
4. To determine and organize the principal points and the supporting details in a topic, article or book.
5. To increase one's information through quantitative reading.
6. To obtain definite information for the purpose of making specific reports, of asking intelligent questions, or of guiding one's action.
7. To find facts or materials which will aid in the solution of a problem or in answering questions.
8. To clearly comprehend and visualize described details.
9. To gain a clear comprehension of the essential conditions of a problem which is to be solved.

It has been found that reading for a specific purpose, recognized by the children as purposeful, stimulates comprehension as well as retention of content. Hence, the necessity for establishing genuine *motives* through problems of significant questions as a *basis* for a *detailed analysis of meanings*.

HOW TO KEEP CHECK UPON COMPREHENSION

Informal and standard tests indicate the relation of rate and comprehension. Probably about 50% of content can be retained and reproduced. The following means of checking comprehension of ideas are suggested:

1. Select a paragraph in which unity is excellent. Count the number of sentence thoughts, using this number as the denominator. Set a *time limit* for the silent reading of the

paragraph. Ask for reproduction. Check on the basis of points retained. Children may be given an opportunity to check each other. The class may be divided into couples and a game in comprehension of paragraphs may be devised to the advantage of the participants.

2. Train in getting ideas on short time exposures. The legends presented at the movies are suggestive. Directions may be given as follows: Open the book to a designated paragraph. Read until time is called and reproduce. Children improve in the ability to gain ideas under time pressure.

3. Practice cards, containing ideas to which children respond, yes, no, right, wrong, as "Is ten greater than nine?" "Cows have two feet." Cards of varying difficulty may be devised, the purpose of which is to develop readiness of response. See Rules for Reading Game, 20th Year Book, Part II, p. 86.

4. A "Direction Test" in which the response may be some form of bodily activity, or the use of some skill, as writing, drawing, constructing, increases the ability to comprehend ideas. Attention is directed to an attainable end.

5. Encourage sight reading and reproduction of content on the basis of questions devised by teacher, by outlines or summary made by pupils.

6. A child's ability in silent reading differs according to the reading material—fairy story, fable, informational, arithmetic or science. The child needs experience in reading all types of material—easy narrative, as well as difficult textbook prose.

SELECTIONS SUITABLE FOR INCREASING COMPREHENSION

THIRD READER

Familiar Friends
The Old Lion
A Sun Dial
Columbus and the Egg
The Bell of Atri
Howard's First Map
Christmas Among the Eskimos
A Jack-O'-Lantern Quilt
Elena and Her Easter Cake
The Flag Lady
The Life of an Ant
How to Know Cotton from Wool
Soap-Making
Aunt Becky's Candy Shop

FIFTH READER

The Canning Factory
Camp Fire Blue Birds
Three Lumps of Sugar
A Shoe Box
William's Experiments
The Story of Steel
A Box Trap
The Half Shawl
A Lawn Tennis Court
An Ascent of Mont Blanc
In the Caterpillar World
Magic Pearls
How Seeds Travel

FOURTH READER

Willie's Discoveries
Drying Apples
From Forest to Lumber Yard
How Betty Made Molasses Candy
Christmas Candles
A Peep Into the Deep
Learning About Water
A Visit to the Wagon Works
Wampum
The Woolen Mills
The Circus Movies
The Beaver Patrol

SIXTH READER

The Far North
Thrills of the Show Ring
Sea Animals
The Story of Silk
Louis Pasteur
A Fish Hatchery
Marco Polo
The Oyster Industry
Friction
Another United States
An Inch of Rain
Some Problems to Read
Air Pressure

III. SUGGESTION FOR INCREASING ORGANIZATION

Silent reading is a means of training pupils in economical and effective study habits, hence there should be practice in learning how to evaluate, select, and organize ideas for specific purposes. The ability to organize ideas is dependent upon the ability to comprehend ideas, but the further use of these ideas is dependent upon their organization.

The Lincoln Readers give specific suggestions for training in the ability to organize through the use of word associations and through the use of questions on the part of both teacher and pupils. These questions are of three types: (a) the large, pivotal questions on paragraphs, parts of stories, or whole selections; (b) detailed questions to bring out supporting details; and (c) questions of relative worth to exercise discrimination and judgment. Through the use of the outline, paragraph names, the "sign-post" paragraph, through the use of the summary, both orally and in writing, children learn how to study effectively. This work should be begun as early as the third grade, for the ability to classify, to organize, to evaluate and to use knowledge is all that makes it worthwhile.

THE FOLLOWING USES OF THE ORGANIZING ABILITY ARE INDICATED:

1. To determine the main outline of a story or article.
2. To determine central ideas, or fundamental principles.
3. To determine the relative importance of different facts.
4. To determine and organize the principal points and the supporting details in a topic, article or book..
5. To find facts or materials which will aid in the solution of a problem or in answering questions.
6. To determine the validity of statements or inferences.
7. To draw valid conclusions from data or statements.

SELECTIONS SUITABLE FOR TRAINING IN ORGANIZATION

THIRD READER

The Old Lion
The Lamp Lady
A Rainy Day Game
A Lesson on Birds
Christmas Among the Eskimos
A Jack-O'-Lantern Quilt
Willie and the Flower Festival
Mary Ellen's Wise Purchase
The County Fair
An Excursion

FOURTH READER

A Tea Party
The Boy Printer
A Lumber Camp
Giant Trees
A Visit to the Wagon Works
The Ostrich Farm
The Old Beekeeper
On a Sheep Ranch
From Forest to Lumber Yard
A Shipwrecked Sailor

FIFTH READER

The Story of Madian
The Canning Factory
A Cranberry Marsh
Iron, a Useful Metal
The American Friends
A Friend of the Poor
My Neighbor
The Arrow Makers
School in the Philippines
A Great Inventor
Daniel Boone
A Heroic Deed
The Half Shawl
Three Lumps of Sugar
The Milk Fairies
The Cherry Pickers
Grandma's Lesson
Alfred the Great

SIXTH READER

The Oyster Industry
A Silver Fox
Sea Animals
Cod Fisheries
A Peace Monument
The Spaniel
My Trip Up The Amazon
Buffaloes and Scouts
The Story of Silk
A Pet Bear
Friction
Another United States
The Young Artist
Wonders of the Deep
The Battle of the Ants
Plain Buttons
Hare and Hounds
The Old Scout

IV. SUGGESTIONS FOR INCREASING RETENTION

Retention is of equal importance together with speed, comprehension, and organization as a method of study. To read and remember what is read is what makes the acquisition of

knowledge possible. We know that we are able to recall more facts gained from the printed page if we know that we are to be tested upon it, or if we have an immediate use for it. Therefore, *motivation* is an important aid to memory. We also know that a single reading does not yield the desired results. "The value of a single reading as an aid to comprehension and memory is low." Germane.

Tests and experiments show that:

a. A single reading is not sufficient preparation for retention, though if effective study habits were established, one reading would probably suffice.

b. Pupils lack the ability to recall any considerable portion of content: maximum about fifty per cent immediately after reading.

c. Delayed recall, when the interest is not all compelling, yields an astonishing low return, possibly because the laws of association of ideas have not been sufficiently recognized. (This makes daily summaries, weekly and monthly reviews, therefore, doubly important.) This is one reason for the use of selections which may be or should be a part of a larger project, as indicated under Seasonal Projects in each book of the Lincoln series.

d. Daily, weekly, monthly reviews with definite objectives in mind are effective helps to insure retention.

THE FOLLOWING USES OF THE ABILITY TO RETAIN IDEAS ARE
SUGGESTED:

1. To recall facts for the purpose of using them in some specific situation.

2. To remember for the purpose of reproducing what is read.

3. To remember the exact words of a story, or poem, or drama.

4. To review the material of earlier readings for information needed in the discussion of present problems.

5. To read reference material with discrimination and judgment.

6. To obtain definite information for the purpose of making specific reports, or of asking intelligent questions, or of guiding one's action.

SELECTIONS SUITABLE FOR TRAINING IN RETENTION

THIRD READER

Aunt Becky's Candy Shop
Columbus and the Egg
Making a Jack-O'-Lantern
Little Pedro
The Flag Lady
Storing Food in Pioneer Days
A Plucky Boy
A Queer Garden-Bed
Uncle Sam
Both Crazy
Scalp Hunting

FOURTH READER

The Monarch Butterfly
An Honest Indian
The Care of the Eyes
Good Citizens
Golden Rules of Health
Labor Day Parade
Betty Zane
The Old Beekeeper
A Wagon Trip
Old Abe
Bravery Honored by a Foe

FIFTH READER

The Young Lawyer
Uncle Sam
The American Indians
A Great Inventor
The Story of Steel
Tiny Giants
How to Become a Scout
The Dreamer Back of the Job
The City of Our Hopes
Only One Mother
The Half Shawl
Waldo Warbler
The Humbug
How to Become a Scout

SIXTH READER

Odette's Letter
America, the Beautiful
The Athenian Youth
The Old Scout
The Land of Gold
The Contest for the Bugle
The Great President
The Battle of the Ants
Honest Poverty
A Winter Song
Stars of the Summer Night
A Silver Fox
Plain Buttons
The Last Lesson

V. SUGGESTIONS FOR INCREASING APPRECIATION

Appreciation is an attitude of mind, involving both the element of pleasure and a feeling of sympathy. It is not to be neglected in silent reading. The ability to read appreciatively is gained through recognition of certain accepted characteristics, namely:

1. Through beauty of thought.
2. Through beauty of language, including the vivid word picture, the clear concise sentence, the well chosen word, or phrase, the rhythmical, poetical language, and the logical sequence of thought.
3. Through skillful portrayal of character.
4. Through expert plot construction.

THE LESSON FOR APPRECIATION. Hayward, in his excellent little book, "The Lesson for Appreciation," suggests that whenever a lesson is to be taught, the teacher should begin several days in advance to arouse anticipatory interest. This may be done incidentally by remarking, "We are going to read a poem or story on this same subject in a short time"; or, if the work is organized around some central theme or project, the mind becomes receptive to the reading selections which are related to it. We usually think of the *literature of power*—that is, of poetry, drama, fiction, or fairy tale—as best suited to the development of appreciation; but we are also concerned with a better appreciation of the plain, wholesome facts in relation to the service of industry and other normal activities of the work-a-day world.

TRAINING IN APPRECIATION

Since appreciation is an attitude of mind, involving the pleasure tone and the feeling of sympathy, the teacher helps the children in various ways to gain emotional experience; but she is careful not to impose her ideas on them. She will avoid too much analysis which defeats its own purpose and

will check the all too common tendency to preach to children; rather allowing them by means of suggestive questions to see, to feel, to compare, and to draw their own conclusions.

The following suggestions are a summary of those found in the detailed lesson plans, though more directly applicable to the study of poems:

1. Create the right atmosphere by giving briefly any information or explanation needed as background.
2. The first reading of a poem may be done by the teacher without pause or comment.
3. Give some discussion of word meanings and word allusions, just enough to heighten interest. It is not necessary to understand every single word of a selection to enjoy it.
4. Encourage children to select lines or stanzas liked best.
5. Encourage children to bring other selections which they like for similar reasons.
6. Utilize selections for morning exercises and for surprise programs.
7. Utilize well written prose selections, placing emphasis upon word pictures to strengthen them in the use of well chosen words and phrases in original composition.
8. Standards of excellence are established in the minds of children by learning to distinguish in new reading matter characteristics previously recognized as admirable.

THE POWER OF APPRECIATION

The power of appreciation may be increased by *exercise* in any one of the following ways:

1. To obtain emotional reaction.
2. To acquire more effective modes of thinking or reasoning.
3. To stimulate interest in and appreciation for a given field of study.

4. To enlarge one's vocabulary.
5. To acquire more effective modes of expression.
6. To appreciate the significance of each word used in a concisely expressed statement or principle.
7. To extend one's general range of information through quantitative reading.

SELECTIONS SUITABLE FOR TRAINING IN APPRECIATION

THIRD READER

The Bell of Atri
 Little Pedro
 The Rabbit Who Was Going to Tell
 How the Apple Blossoms Came
 Back
 Elena and the Easter Cake
 Nimbo's Garden
 Little Gazelle
 Christmas Among the Eskimos
 Jack-O'-Lantern Quilt
 The Cat, Monkey, and the Chestnuts
 The Flag Lady
 Two Frogs
 The Real Princess
 Both Crazy

FOURTH READER

Labor Day Parade
 Betty Zane
 The Monarch Butterfly
 The Biggest Donkey
 The Tempest
 The Clovers
 The Old Man and His Grandson
 The Tea Party
 The Horse's Prayer
 In Far Away Japan
 How Nanabush Caught the Ducks
 To a Butterfly

FIFTH READER

The Humbug
 A Great Inventor
 The Moonlight Sonata
 My Neighbor
 A Heroic Deed
 An Escape from a Tiger
 The Legend of Sunflower
 The Dreamer Back of the Job
 My Mother Tongue
 Little Tom
 Only One Mother
 The Half Shawl
 The Portrait of Washington

SIXTH READER

Pine Tree Shillings
 The Contest for the Bugle
 Plain Buttons
 Don Quixote
 It Couldn't Be Done
 The New Boy
 America, the Beautiful
 Thanksgiving Favors
 The Kindly Jest
 A Winter's Song
 One Dollar
 The Last Lesson
 Hare and Hounds

HOW TO SOCIALIZE AND VITALIZE THE READING

We usually think of oral reading as providing opportunity for socializing and vitalizing the reading,—by means of dramatization, class discussion, surprise programs, reading clubs, book reviews and reporting by exchange readers, or reading stories to other grades, or to members of the class, or to parents at home. While much of the dramatic material used for oral reading lends itself admirably to this purpose, silent reading is not necessarily excluded. Children may engage in the same type of activities as those indicated above, but with more emphasis perhaps upon oral and written reports, and debates, including, also, memorization of choice bits of literature.

MOTIVATION

As has been said many times before, it is essential that children as well as teachers shall have *definite objectives*, and, as far as possible, the work in silent reading should be pupil-motivated; that is, the motive or desire to do the thing should come from the pupil. For this reason use should be made of every available means to stimulate purposeful and thorough reading habits. The introductory paragraphs in the Lincoln Readers set problems for solutions, the pictures are suggestive, and the questions are thought provoking.

The use of individual graphs and charts as a stimulus to better reading often proves an effective device; but, perhaps more than all else, are those factors which promote social activities and thereby arouse children to meet social situations as they would normally meet them in every day life.

PROBLEMS AND TESTS

Problems are usually indicated in the introduction to each selection. Their chief purpose being to prepare the way for appreciation of what is to follow. The introductions are of

various types. Some *build up a background* that leads to a better understanding of the selection. Others simply *create atmosphere*. Others *give questions* that direct a preliminary discussion, the purpose of which is to set the scenes and thus stimulate interest in reading by tying it to experience past, present and to come. Others *present concise questions* that are to serve as a specific guide or motive in the child's reading. Others *suggest several lines of thought* and the child reads to see which line is developed in the selection.

The introductions to the stories may be read by the teacher, giving opportunity for a brief discussion, or the children may read them for themselves; and whenever feasible, this should be done. It is impossible to make any set of hidebound suggestions which will fit any and all situations, for classes differ in their needs and teachers differ in their talents. Therefore, *all of the problems, and tests as well, are suggestive rather than prescriptive, and a teacher should adapt both to meet the needs of her class*. They are suggestions given as a guide to stimulate clear thinking and lead to effective doing. For this reason, the problems and tests are so devised that children can use them with just a hint from the teacher, the purpose being to make a self-teaching book by giving directions in forms so simple that he who runs may read.

The tests at the close of each selection appear in the form of questions, outlines, classifications of words and phrases, constructive activities, and other tests of skill. The purpose of these tests is (a) to promote economical and effective study habits, (b) to train in the economical and effective use of books, (c) to secure thorough mastery of mechanics, and (d) to develop permanent reading interests.

PROJECTS

Each selection in the Lincoln Readers serves in two ways: (a) by indicating a series of projects or problems in which

a vast number of children are interested; (b) by serving as a type study in its relation to a proposed project.

This is illustrated in the stories of the Festivals. While each story is a part of the large project as indicated by the term Festivals, each story is but one of a series of stories related to a particular festival, as Thanksgiving or Christmas. Only one selection is given, but as the need arises, other stories may be made by teachers and children working together, appearing in the form of simple summaries, narratives, dramas, poems, letters, and the like. These may be printed, type-written or placed upon the blackboard.

The type story may also serve as a stimulus, a kind of "self-starter" arousing the child's interest in finding other related material available in books which children can read with ease. At the end of each selection in the text a few other selections are indicated as a guide to both teacher and children. The aim has been to suggest an approved reading list for children, the outgrowth of class room experience. Children in the third and succeeding grades are able with a little guidance to make bibliographies relating to the subject under discussion.

Using each of these stories as a thread or nucleus of natural or derived interest, each child, or small group, or a whole class, may work upon various phases of the problem or project of which the selection is a part. These activities may take the form of constructive work, dramatization, drawing, sketching, writing, observing, as well as reading. Individuals and groups may be concerned in gathering data and organizing it in usable ways to suit the purpose in hand, or in extending the reading field far beyond the text.

The basic idea of the text is to present a group of problems of vital interest to children which deal with the fundamental aspects of every day experience. The project does not appear in any completed form. It is suggested, however, by giving

one or more selections, the aim of which is to stimulate further investigation, and to serve as a medium for developing good reading habits which will function in the solution of problems recognized by the children as worth while.

SEASONAL PROJECTS ARRANGED BY MONTHS

One of the first things to do is to study the projects suggested for each month in order to see how closely the material selected is interwoven and how nearly it touches the many sided interests of the children for whom it is intended, while at the same time it serves as a type story in a subject. The next thing is to take one or more of the stories as a starting point and follow its "lead" out into various fields of interest, we say, the course of study—keeping in mind what the children can do under your direction. This will help you to see this single story unit as a part of a larger whole and at once it becomes more significant to you because it has become more *meaningful* to you. You will set a better problem for solution, you will ask better questions, and your children will find more food for thought because interest has been increased through your larger views.

After choosing a story from history, civics, geography, or industry, study the text to see how many stories in the text itself can be used to advantage in this connection. The children may also render judgment occasionally. Search through all available reading texts and supplementary readers for reading material which touches the project at some point. Do not drag it in, but let it be the outcome of children's desire for more.

The project may sometimes be a reading project entirely, as in the preparation of a special program, but more often one should seek rather for a reasonable and rational correlation of interesting and effective reading with social, civic and industrial activities, in which both reading and doing find

definite expression. It is the wider reading with a definite purpose in mind which develops the ability to comprehend thought, to organize it, and to retain it. Appreciation and right attitudes are strengthened by pleasant associations.

A PROJECT SUGGESTION

Let us take "How the Cave Boy was Fed" p. 39, Third Reader, as an example of primitive life. As you read this story, other problems related to clothing, shelter, travel, etc., will occur to you. One of these you will choose and adapt to meet the need of your children.

1. How the cave boy was fed. (See text).
2. How the cave boy was dressed
3. How he was sheltered
4. How he was protected from wild animals
5. The games he played
6. How fire came to man
7. How the first arrow was made
8. The cave boy's school.

This necessitates familiarity on the part of the teacher with primitive life. Some knowledge may be gained from "The Early Cave Men," "The Later Cave Men," "The Tree Dwellers," "The Sea People" by Katherine Dopp; "The Story of Ab," by Stanley Waterloo; and "The Cave Boy" by McIntyre, much of it being given in the form desirable for children. Parts of these books the children should read themselves.

9. Comparison of "The Cave Boy" with "The Indian Boy."

Using problem questions similar to the above, children might be led to search, within reasonable limits set by the teacher, for material relating to the questions raised. A great deal of material is available especially in connection with Indian life. This could be a reading project in rela-

tion to history and would necessarily take some time, but an ever increasing interest may be stimulated by reports from time to time.

10. Comparison of present day life with primitive life.

Discuss problems of food-getting, shelter, clothing, modes of travel, tools, and machines. More emphasis should be placed on modern ways of living, possibly organizing pioneer life and contrasting it with the present day life.

A number of stories in the text would serve as a study, or practice lessons, in this field of interest, e.g. "How the Cave Boy Was Fed," "Storing Food," "Early Settlers," "Aunt Becky's Candy Shop," "Linen or Cotton," "A Queer Dress For A Doll," "Soap-Making," etc.

OTHER PROJECT SUGGESTIONS

The Country Fair, p. 6, Third Reader.

Reading and discussion of the following outline, summarized in composite story on blackboard.

1. The County Fair.
 - a. The farmer and his work—raising a best plant or animal.
 - b. The farmer's wife—making the best products of household arts.
 - c. The children's work—at home and school.
 - d. The merchants and their wares.
2. Fairs in Merry England and in the early colonial days.
3. Literature related to the project:
 - a. Clytie's Garden.
 - b. Side-show material—Nursery Rhymes, as "Simple Simon," "Crooked Man," etc.
 Selections from "Pinocchio, the Marionette," Collodi; "The Friendly Cow," Stevenson.

- c. The Race Course—"The Arab's Farewell to His Steed," Norton. "The One-Hoss Shay," Holmes, read to the children by an older pupil.
4. Nature and Science.
 - a. How the farm horse differs from the race horse.
 - b. How to raise a best animal, as puppies, chickens, or ponies.
 - c. Collections of fall flowers for a school fair.
 - d. Peanuts and the peanut vender.
5. Experiments.
 - a. Making candy for the fair.
 - b. Side-Show—The Magic Penny.
 - c. Making peanut men, burdock articles, pea pod boats, etc.
6. Industrial and Fine Arts.
 - a. Making articles for the school fair.
 - b. Making posters, tickets.
 - c. Drawing, pressing and mounting flowers, leaves, seeds, etc.
 - d. Making articles to be used in representing the County Fair upon the same table.
7. Civics.
 - a. Committees for work upon the various projects including reading committees. See projects suggested above.
8. Reading—selections from the text:
 - a. The County Fair.
 - b. How the Cave Boy was Fed.
 - c. Our First Gardeners.
 - d. Storing Food.
 - e. How Betty Made Molasses Candy.
 - f. An Excursion (Collections of leaves, etc.)
 - g. A Plucky Boy.
 - h. An Automobile Race.

- i. Seed Testing.
- j. Aunt Becky's Candy Shop.
- 9. Reading—other selections:
 - a. Other stories to find a story suitable for dramatization to be used as a side-show performance.
 - b. Reading—Recipes.
Making popcorn balls, lemonade, etc.
 - c. Songs and Games.
Merry-go-round.
- 10. Written English.
Original songs and verses—Peanut Call, Lemonade Call, The Race, Guessing Games, Charades, Pantomimes, etc.

Little Gazelle, p. 18, Third Reader. The Date Palm, p. 223, Fourth Reader.

Reading and discussion lead to a study of the "Children of the Hot Lands." Related problems can be solved in part by discussion, by reading, by collections of pictures, by sand table representation to make *meanings* clear, helping by way of the imagination to bring what is new and strange. One can also begin at home with a visit to the grocery store or market where tropical fruits are received and distributed. As the child follows in imagination, aided by pictorial representation, or vivid word picturing, the fruit from the tree in the tropics to the table in our home, he comes to have an appreciation of geographic controls, of human relationships and of the underlying principle of interdependence which makes us all brothers. As they gather data, by reading and discussion, and use it in solution of some simple problem, usable knowledge is gained, some skill is improved, and a right attitude is developed toward men and service.

- 1. A visit to the grocery or market. Emphasis placed upon tropical fruits,—kinds, where obtained, etc.

Dates—boxes, kinds; preparation for market, etc.; uses in the home; in foreign lands.

2. Reading and discussion:

The Date Palm, Gazelle, and other selections suggested in the text, as The Sun Dial. Other books suggested in the text, as Gemila, in *Seven Little Sisters*, Andrews.

3. Literature.

a. Reading to the children: "Tiger, Tiger, Burning Bright," Blake; "The Arab's Farewell to his Steed," Norton; "The Desert," from Ben Hur, Wallace.

b. Memorizing: "Foreign Children," Stevenson.

4. Nature and Science.

a. How the camel travels across the desert.

b. Where the rivers are in the desert.

c. How a desert differs from our fields.

5. Experiments.

a. Stuffing dates.

b. Making useful articles from orange skin—baskets, tents, boats, etc.

c. The sun dial.

6. Industrial and Fine Arts.

a. Making the costume worn by Gazelle, "The Little Arab Girl."

b. Weaving a rug or mat out of grasses.

c. Articles needed in the sand table.

d. Booklet cover for "Story of Hot Lands."

7. Civics.

a. Greetings—Politeness of Arabs (Dramatization.)

b. Committees for work upon various projects including reading to gather data.

c. A project worked out by children—a play based upon "Gazelle." Children can work out the

scenes, the characters, and conversation, either orally or in written form.

The Old Pine, p. 191, Third Reader.

This legend may serve to start some children upon a hunt for other legendary tales about trees, or stories of historical trees. Or it may be a very practical lead, such as the *uses* of trees to birds, to animals, to men. Any one of these will give interesting contacts.

1. Legends—

- a. Reading—"The Old Pine," also suggested reading material.
- b. Read to children "Old Pipes and the Dryad" by Stockton. Read such stories as "Daphne and Apollo," "Baucis and Philemon" in "In Mythland" and "How the Oak Tree Became King" or "Why the Oak Tree Has Notched Leaves," in "That's Why Stories."

2. History.

- a. The Old Pine—its significance. Other peace agreements as "The Washington Elm," "Liberty Oak," "Penn and the Indians."

3. Nature and Science.

- a. A pine and oak compared.
- b. How pine seeds are scattered.
- c. Collections of pine needles—balsam for pillow; cones for decoration and Christmas articles, as a card holder, a doll's Christmas tree, etc.
- d. Collection of pictures of trees.
- e. Uses of trees—pine for lumber, turpentine and resin.

4. Industrial and Fine Arts.

- a. Christmas cards with pine tree in landscape.
- b. Pine needle chains for decoration.
- c. Pine cones used in useful and decorative articles.

- d. Book cover for “Tree Legends We Like” or “Our Tree.”
 - e. Posters for a play, “Tree Talk,” given by the class.
5. Reading—selections from the text.
- a. An Excursion.
 - b. The Date Palm furnishing contrasting data as basis for discussion: differences in appearance, products, values, as well as habitat, a factor in producing differences.
 - c. The Birds’ Christmas Tree.
 - d. A Pair of Birds.
 - e. Scalp Hunting, a game which may be played in the woods.
6. Literature.
- The Christmas Tree, *McHugh*; Why the Pine Tree Keeps its Needles, The Little Fir Tree, *Andersen*.

THINGS TO DO, GAMES, EXPERIMENTS, MOVIES

Children like to engage in those activities which tie up with experiences outside of school. The Games, Experiments, and Things To Do, serve to interest the children in a very vital way. The child reads because he wants to find out what will happen when he performs the experiment. He also tests his ability to read by concrete results. Reading and doing go hand in hand. He finds that reading is like a problem in arithmetic. If he controls all the factors he gets a satisfactory answer. By such simple exercises as those indicated, with opportunity to test the reading material through action, respect for the printed work is established insofar as it correctly interprets live situations to him; persistence is cultivated and reading as reasoning takes on the semblance of habit.

If a teacher should make the mistake of asking children to read without carrying ideas out into action, a good share of the value of the exercise is lost. Establish *meanings* through *concrete experience*. Children form the habit of looking for something that lies back of mere words. Words are fraught with meaning as they produce changes in behavior. The habit will carry over to other exercises of a different character. It is the habit of observation,—of careful scrutiny of words and their relationships, their meanings, calling for the exercise of judgment, of relative worth of ideas and the emotional response—which we are seeking to establish. This habit should be established first in the realm of simple everyday experiences, such as setting the table, a game, an experiment, like “The Raindrops.”

PROGRAMS

We are agreed that the school is preëminently a social institution where children learn to work and play together in ways that prepare them for a broader citizenship outside of school. This being so, reading is an integral part of school activity, and an opportunity for practice in rational, social situations should be provided. In reading we socialize the situation by motivating the listening to stories read and also by providing for discussion groups, as well as dramatic club activities.

Program making may be considered a socializing factor. It affords one of the means of motivating reviews and creating real needs in preparing for and participating in a particular event. The round of holidays gives a large opportunity for unifying or correlating the work around a central theme; often a series of lessons in history, geography, or civics, may be summarized through the medium of a program for a social occasion.

The following programs are suggested by the selections in the Third Reader:

The Months	Merry Animal Tales
The Glad Holidays—(<i>Colum-</i>	Our Friends, the Birds
<i>bus Day, Thanksgiving</i>	A Flag Day Program
<i>Day, Christmas, Little</i>	Hallowe'en
<i>Pedro, May Day, Father</i>	A Pioneer Party
<i>Time.)</i>	Tales of Adventure

See suggestions given for "Hallowe'en Program, page 73.

DRAMATIZATION

Dramatization transforms the atmosphere of everyday work into play. Children love to "make believe." Let them work out pantomimes, or movie scenes, dramatic representations of stories, or parts of stories which they read. Allow them to develop the scenes, settings, characters, the conversation, and the costumes, if needed.

In the texts a number of stories lend themselves to dramatization, as "The Bell of Atri," "The Flag Lady," "Mary Ellen's Wise Purchase." Oral and silent reading are combined for a definite purpose. Children find it necessary now in order to make the play a success to practice reading and speaking parts. Standards are discussed and used as a means of measuring improvement. Mumbling tones, indistinct utterance, poor voice quality are recognized as detriments. Choice of words and acts which convey the characteristics of the character impersonated as well as manner in dress must stand the test of approval of the audience.

As far as possible the little drama should be developed and supervised by the children themselves. The teacher should see that leading parts are scattered among all the pupils so that the poor and indifferent pupil may have an equal opportunity with the others. It is well to plan to have an under-

study for each part. Selection of children for the respective parts should be made by a vote of the class and children should be encouraged to play many parts. The teacher acts as an advisor and guide even in self-organized group work. A dramatic version may be worked out by the class in committees under the direction of an older pupil giving opportunity for exercise of initiative and originality and coöperation with others. At this age, few words and much dramatic action gives satisfaction.

Selections suggested for dramatization :

School Room Movies, Page 107, Third Reader
What the Little Men Told Ted (Health Program)
The Bell of Atri
A Lesson on Birds
Two Brass Kettles
Little Pedro (Christmas Program)
The Real Princess
Mary Ellen's Wise Purchase
A Queer Dress for a Doll
Too Much for a Whistle
The Flag Lady

Monologue—Impersonation of book characters. Add a bit of costume and tell story from different view points, as.

Gazelle—Arab Girl
Father—Arab and his Steed
Mother—Service in the tent
Camel Driver—Finding an Ostrich

ENGLISH

Class compositions may be made by the class or committees under the direction of the teacher whereby directions for games, experiments, or other activities are simply and clearly given. A group report on "How We Played Three Deep"

or "How We Made a Cake" is valuable in that the outline used in the composition is based upon actual performance. Children can see that the success of each type of activity is determined by organization of facts. The necessity for orderly procedure is recognized by children as something living and vital and not dead and formal. Clearness, conciseness, coherence, and correctness in both oral and written composition gradually come to have some meaning or significance to them.

Children may make class or group collections of poems, and stories related to the Seasonal Projects. Help them to find those suitable to their grade of interests and abilities. This material furnishes excellent reading matter as well as serving to set ideals of good English.

BUILDING A LIVE VOCABULARY

"A live vocabulary is one that is electric in its response to the call of thought. It is not a mob of words, but an army. It may be commanded; it is made up of choice expressions that are both alive and alert to spring to the firing line of language whenever need demands." Driggs "Our Living Language."

This is an important school service—to help children gain command of words which will serve them at time of need. To be most effective in conversation in social affairs, in business, or in public address one must have ability to use the keys of fitting expression. The vocabulary must be rich and ready to meet the varying daily needs.

A live vocabulary is gained through contact with others who use speech effectively to convey ideas. *Your* ability to use the right word and your sensitiveness to the use and misuse of words by others is most important in creating interest in the acquisition of new words. Your own example is a constant reminder to children, even though it may be apparently unconscious.

Command of words and ideas are also gained from books. The habit of reading good books is very helpful. A vast number of words are thus incorporated in the body of living speech. Extensive reading is therefore invaluable, but it is also necessary in reading selections to call attention to examples of the right and fitting word in expressing an idea. When a child gropes for a correct word to correctly express an idea, supply it. The nice use of the word by one of the children should receive hearty commendation, and every means taken to encourage them in the use of new words until they have a familiar sound to the ear. Try using a new word each week, repeating it two or three times and note the results both with yourself and your children.

Both reading and speaking vocabularies should be developed together, but the ability to command words as fast as thought calls for them comes only by practice, and reading alone will not do that. As a child learns to talk by talking, so also does he learn to use words by discrimination, by well directed practice. For this reason the Lincoln Readers place emphasis upon silent reading and discussion as a means to this end.

THE GAME OF HUNTING WORDS

One of the most fruitful and interesting exercises is that of finding synonyms. For example, "Willie had not noticed anything strange in Farmer Brown's field," and lead children to see how many different kinds of *observation*, or *seeing* can be indicated by using different words: Seen, perceived, observed, viewed, etc. Take "The dog limped away." Try to find all the ways the dog might have gone, selecting words which change our idea of his *going*. *Said* is another much abused word. Find several synonyms for it: laughed, cajoled, growled, replied, etc. One author has used fifty-two

different words for this little word *said*, in less than two paragraphs, which is not likely to occur in the children's text, but a word hunt for this particular word should result in a happy variety which would vastly improve presentation of personal experience.

Let children hunt for words, selecting the word which most exactly expresses what one has in mind. Make word lists containing synonyms and have the words used in phrases and sentences to indicate the shades of meaning conveyed. Change words in sentences and observe change in meaning. Give a paragraph underlining selected words and phrases and have children write the paragraph making change in the words, comparing with the original to note whether words chosen are sufficiently vivid to portray the thought.

Compare the two paragraphs and decide which words the more correctly convey the picture.

Another exercise such as the following may also be given:

"The little boys had not gone far when Little Brother *said*, 'Pedro, I hear someone crying.' " They listened again. Sure enough, from across the street came a *pitiful whine*. Pedro ran across and found a little black and white puppy *shivering* in the snow."

"The little boys had *gone no great distance* when Little Brother *whispered*, 'Pedro, I hear someone whimpering.' Sure enough, from across the street came a *sorrowful sound*. Pedro ran across and found a little black and white puppy trembling with cold in the snow."

Use, also, the elliptical sentence and paragraph as a test in the selection of the right word. Often give a list of words from which to choose. See *Circus Movies*, p. 219, Fourth Reader. Groups of children may also select lists of words from which choice may be made by the class. Use should be made of the text, and the dictionary as soon as the children have some familiarity with it.

WORD ASSOCIATIONS

According to various criteria, word associations are invaluable aids in creating interest in words. Words describing sights, sounds, smells, time of day, night, boys, girls, animals, etc., words telling how, when, where, etc.; words naming whole and part, part and whole, etc.; words indicating action, etc., words suggested by an object or a picture, by a child's act by silence, by noise, etc. Innumerable associations may be made in relation to stories read. One should try to find the happiest and most fruitful series which a particular lesson suggests, as, names and colors of candies, suggested by "Aunt Becky's Candy Shop" tropical fruits, suggested by "The Date Palm" etc.

Word associations incorporated in phrases are also sources of never ending delight: time, place, describing phrases; alliterations, similes, and metaphors collected by the children for various purposes and without learning the name of the type or kind to which it belongs.

Classification of words according to phonetic association is also valuable. Allow children to hunt for words containing phonic elements as *ough*, *uff*; *ow*, *ough*, *o*; all words containing *ie*, or *ei*. A real affection for words, their appearance together with their meaning may be developed. It also serves to aid rapid recognition in reading and spelling. Usually in all this word work a specific time limit should be given, and a wholesome balance should be maintained between word hunting and using words to express ideas in complete sentences, paragraphs, etc.

MY OWN WORD BOOK

Children should be encouraged to make a collection of words independently, keeping this self-chosen list in "My Own Word Book." A word may be selected from the reading or other lessons and entered in the book—one word a day if

desired. The word chosen is one that represents to the child some individual preference, as one liked best, because one likes the sound, its appearance, its meaning, or because it meets a very present need in oral or written composition.

In the lower grades chosen words may be illustrated by individual sketches or small pictures collected from various sources. A short period each week should be devoted to find out what words have been added to the list and to encourage the addition of others. "My Own Word Book" may also contain apt phrases, clever expressions, and happy terms, as a means of improving conversation around the tea table, on the street, and on the playground. Keep the work within the range and abilities and interests of the children, helping them to express their preferences without too freely imposing your choice upon them.

It is important to instill into the minds of young children a desire to find and use the right word with which to make meanings clear and effective. We are told that Lincoln had a fine feeling for the fitness of words. It is said that slovenly, slipshod language annoyed him. He also had a habit which we might do well to imitate. He writes, "I never let an idea escape, but write it on a piece of paper and put it in a drawer. In this way I sometimes save my best thoughts on a subject." Undoubtedly, this helped him to use simple, forceful language which we all can understand.

THE USE OF THE DICTIONARY

Children should learn to locate words quickly. Such an exercise as the following will serve:

Each child is supplied with a dictionary. At a given signal the teacher says, "Find A, or M, or W." The children open the books and turn quickly to the part containing A, or M, or W. Practice increases speed in locating letters of the alphabet.

Children should learn to compare word meanings gained by context with meaning given in dictionary, as a means of verifying judgment. Later they may use the dictionary to find words and their meanings—not many at a time. Other exercises should be devised which cultivate the dictionary habit.

BETTER SPEECH CLUB

Inspire the children with the desire to possess a large number of words for daily use. Find other stimulating devices than that suggested above. A Better Speech Club may be of service in motivating individual effort. Talking about words ceases to be a bore. The meanings of words are gathered from the context, usually. Pupils in the third grade are taught how to use the glossary in the text and late in the year how to use the dictionary in a very simple manner. Encourage memorizing of beautiful passages from choice prose and poetry which children enjoy. Make use of the suggestions given for Better Speech Week which occurs annually.

A DISCUSSION CLUB

Discussion clarifies thought. It helps to form public opinion. It is our duty to stimulate thought which leads to right action.

Throughout the Lincoln Readers, the idea of a Discussion Club is emphasized. The socialized recitation facilitates wholesome discussion. The introductory setting with its simple problem, questions and helps to study, aids the children to conduct personal investigations; and small discussion groups with a group leader give opportunity for reproduction of content, weighing of values and expression of independent opinion. Special occasions, such as sharing a valuable experience with another class or group, morning exercises or assemblies, school societies and public programs, provide opportunity for reports of readings, results of dis-

cussion formulated in oral or written compositions, even debates, or dramas and sometimes movie sketches, all conducted in simple fashion in keeping with the age-grade abilities of the learners.

The organization of a Discussion Club composed of various small groups is worthy of consideration. In a rural school, an older boy or girl could become an advisor to the chairman or leader of the group; indeed, a Discussion Club might be organized around a project of common interest to children of varying ages. Such an organization yields valuable results.

PLEASURE READING CLUB

A Pleasure Reading Club for little third grade children is a fruitful means of stimulating reading. By means of well directed silent reading, stimulated and encouraged and supervised under teacher's guidance, taste for the right kind of books can be developed. Children may have very decided tastes developing, though at this age they are more alike than unlike. The teacher should judiciously guide and stimulate interest in good reading material—the kind that builds ideals worthy of little citizens of America. Select that which is best, that which is useful, and that which is enjoyable. Mix the fun with the serious. Keep a well-balanced growing library for little folks of third grade.

This library *must be a joy* and a store house of desirable books, and its use a privilege rather than a duty. Select such material as will satisfy “individual interests and give pleasure.” Exclude much of the usual “supplementary reading” from the list for the Pleasure Reading Club. Use the supplementary material for intensive study and discussion.

SUPERVISION AND CHECKING ESSENTIAL

Devise a library card which will indicate the books read, the time it takes to read, and its approximate number of pages. The pupil will be interested in keeping his own record.

Reading Record of _____ School _____

Grade	Title of Book or Article	Author	Approx. No. Pages	Approx. Time (minutes) of reading.

Note the increase in *rate* as the year advances.

HOW TO USE REFERENCE MATERIAL

Children should have some knowledge of a library and the helps to study which are provided for the old and young. Third grade children can be introduced to the library card, the card index, reference books, and indices. They can be encouraged to recognize and use to a limited extent, notes, index, glossary, chapter headings, at first in their own book, and then in other books. The following exercises are helpful:

1. Direct attention to book, title, author, illustrator, publisher, date published, table of contents. Develop skill in finding titles in table of contents.
2. Direct attention to differences in same story as told in different books. Note: Have silent reading of different versions of a story which has been previously developed.
3. Direct attention to interesting books to be read independently on some project or problem. Use the references to "Other Selections" for the purpose.
4. Complete training in finding answers to specific question by scanning pages quickly. Train in finding paragraphs quickly.

HOW TO READ REFERENCE MATERIAL

This work may be extended in the middle and upper grades until children become proficient in handling books for various purposes. More attention should be given to training pupils how to read reference material. Suggestions for improving this type of reading skill are scattered throughout the Lincoln series. For example:

1. A reason, or motive for reading, well defined in the mind of the reader. If I am gathering data for a lecture, I read and select with the thought of my subject and my audience in mind. If I am to add something other than that given in the text, again I read and select in response to a particular situation or need. Hence, the need for a well defined motive at the outset.

2. Comprehension, organization, and retention of ideas through the medium of the question, the naming of paragraphs, outlines, brief summaries, and selection of guide words and phrases which more exactly convey the ideas gained.

3. The use of time pressure is important in training children in the habit of reading quickly and accurately as well as thoughtfully.

USE OF ILLUSTRATIVE MATERIAL

The illustrations scattered throughout the texts should be used to increase interest in the reading material. They help to create more vivid imagery when mere words fail to do so. Illustrations made by the children themselves are invaluable in helping them to read with discrimination and to picture mentally that which the words convey. Story telling drawing is a source of delight to younger children and to children of the third grade; pupils a little older have become somewhat self-conscious in graphic expression and are not so free and spontaneous, but some pleasure is felt when this type of work

is occasionally given together with some written work as it should be in these grades.

Pictures from other sources to illustrate various subjects are a source of never ending delight. Small ones may be used for individual written reports while those of reasonable size may be made into group or class booklets. Posters and booklets illustrating any one of the projects may be made by the class for exhibit and for exchange service with other grades.

Other types of illustrative material should be available such as is found in current magazines, daily newspaper, also worn out and discarded text books, old geographies and histories. These pictures should be mounted on paper of uniform size, classified, and kept in manila envelopes or filing cases ready for daily use. The pictorial library should become a regular part of the school equipment, equally important as a means of visual education as the books in the library.

CULTIVATING THE READING HABIT

Encourage reading correlated selections from other readers, and other books for children to which constant reference is made in the text. Give credits for home reading and for books read from the library. Post on the bulletin board or in a conspicuous place the names of pupils who are doing the best outside reading. Help the children to maintain a balance between real reading and doing. Some children read too much while others read too little, and many who read in cursory fashion become dissipated and do not learn to digest and make use of what is read. There is need, even at this early age, to instill the idea that *we read in order that we may think with another*, his thoughts serving to stimulate our own thinking. To find out what I think, I read what others have thought before me. I talk with others and in the discussion

I arrive at some decision, some opinion is formed, and possibly expressed, modified by the common judgment of the group.

THE TEACHER AND HER READING

Become familiar with the best books for children by reading them. Be ready to recommend books to parents. Know the best books for your children and know why they are good. All teachers should also read more for their own pleasure, more for their own coming duties as voters, more current events, more history, more science. The resourceful, cultivated teacher is the only one who can effectively direct this kind of work. The seasonal projects in the Lincoln Readers demand a wide reading experience in the respective fields of interest both by the teacher and the children.

STANDARDIZED AND IMPROVISED TESTS

There is no necessity to discuss whether we will or will not use tests. We are using them. The test is one means of knowing what the child has gained and what he still has to accomplish according to present standards; but unless we use it for this purpose, it fails to serve the best interests of children. We call this making a diagnosis, and the test becomes a kind of measuring rod to determine reading ability.

We may indicate the kinds of tests as scientific or standardized tests, and informal or improvised tests invented by the teacher. These last are usually based upon the scientific tests and are used for the purpose of checking results from time to time. Tests serve the following purposes:

1. They apply as a type of intelligence test.
2. They furnish a basis for dividing a class into superior and inferior groups according to ability.
3. They release superior groups from unnecessary drill and give opportunity for extension reading at their own rate.

4. They give teachers an opportunity to provide for individual differences of children: more drill, more illustration, and more explanation for slow children.

5. They save both teacher's and children's time and patience.

I. TYPES OF INFORMAL TESTS

1. ONE MINUTE TEST FOR SPEED AND COMPREHENSION

The teacher selects a passage that will present no verbal difficulties, preferably new material. At a given signal, the children begin reading, and when the minute is up, they draw a circle around the last word read. They answer on paper the questions on the content of what was read, or they may try to reproduce it. Count the *number of points* in the selection read and check the number made by each pupil. This will give his rate of comprehension. Let each child count the number of words read to get his score per minute. Place the scores in rate of speed and scores in comprehension on the board in the order of their place and find the median score for each by finding the middle point in the number of cases. Thus:

<i>Rate</i>	<i>Comprehension</i>
100	8
95	7.5
85..Median, 85*	6..Median, 6*
70	5
60	3
	2

Illustration—The Little Wanderers, p. 209, Third Reader

* NOTE. Median and average do not always coincide. To find the median, arrange the rates in a column in descending order. The middle point in the column is the *median*.

Directions for the test:

1. Turn to the Table of Contents and locate The Little Wanderers.
2. Open the book to page 209. Holding your fingers between the pages, close the book.
3. At a given signal open the book and begin to read the story. Read as rapidly and as thoughtfully as you can. At the end of two minutes the books will be closed.
4. Questions previously written on the blackboard are exposed to view. Ask children to read them. This will take a minute.
5. At a given signal all may begin to write answers, using words, phrases, or sentences as needed. Allow ten minutes for this work.
6. Exchange papers, pupils checking and scoring the work. Indicate the scores on the blackboard in ascending ratio. Find the median score for the class. At least 50% of the answers should be correct. Failure to do this necessitates a second trial after more practice in this same type of work has been given.

Questions:

1. Who lived in a far away country?
2. Underline the word which tells about the king and queen: Happy, sad, unhappy, sorrowful, joyous.
3. Why did they feel so?
4. What time of the year was it when something pleasant happened?
5. What two things tell you this?
6. What did the little girl have in her arms?
7. Where was she sitting?
8. What did the little girl say?

9. What did the king and queen agree to do?
10. Where did the children live then?
11. What kind of a time did they have?
12. Who called them Little Wanderers?

At least six of the answers should be correct.

2. PERFORMANCE TEST

Illustration—Schoolroom Movies, p. 107, Third Reader

Directions for giving the test:

At a given signal all begin to read Number 1. At end of 30 seconds all books are closed and one child is chosen to become the little actor. Both children and teacher check on the number of points made. Number 1 calls for six. (See Checks upon Comprehension, page 15). The best actor is the one who is able to interpret in action more than half the points indicated.

See also, pp. 232, Third Reader; and pp. 10, 219, Fourth Reader.

3. ASSOCIATION TEST

a. Word associations according to various criteria, as sound, action, name, quality, etc.

Illustration—Exercise, p. 141, Third Reader

Directions: Set a given time limit. The children making the highest score are those who are able to recall words quickly and are also able to spell them. Score on the number of words written correctly.

b. Association of ideas.

Illustrations—Riddles, pp. 33, 47, 70, 77, 125, 249, Third Reader

Directions: At a given signal have the children read the stanza. At the end of a minute ask each one to record his "guess." Failure to make the association, necessitates trying another, and then returning to this one again.

At the end of the year take up all the riddles as a final test of comprehension. See below.

4. COMPREHENSION TEST

Illustration—Teeny Tiny, p. 144, Third Reader

Directions: Read the story once, thinking as you read. Read it again, if you wish to do so.

Close books. Read questions which are on the blackboard.

Indicate numbers on your paper in the same order as the questions are numbered. Write answers to the questions, as number 1 after your number 1, etc. Answer in one word, a phrase, or a sentence.

There are ten points. If a pupil fails to make 50%, he should read the selection again within a week, and try again. A second and third trial within a month is recommended.

Questions

1. Where did Teeny Tiny live?
2. With whom did she live?
3. What color was Teeny Tiny?
4. What was in the pan on the floor?
5. How did Teeny Tiny get into the pan?
6. What did she do there?
7. What did the little chicks call her?
8. What did Mother Hen say?
9. What did they all do?
10. What color is the meal?

Follow similar directions in giving any comprehension test.

See also "The Little Wanderers," p. 209 and "The Life of an Ant," p. 198.

5. MEMORY TEST

Illustration—The Garden, p. 193, Third Reader; p. 97, Fourth Reader

Steps to observe:

Read the stanza through to get the meaning.

Read it again to get the picture and the swing of the lines. Read again and note the words at the beginning and end of each verse—the key words and rhyme words.

Close book and repeat. Sometimes close eyes and shut out every thing else. This will help you to remember. Concentrate.

Any of the poems may be similarly used for testing memorization.

6. JUDGMENT TEST

Illustration—What Season, p. 103; An Old Woman, p. 174, Third Reader

This is one type of recognition test. It may also be termed a comprehension test. Comprehension of the facts given leads to an expression of judgment.

How to Know Cotton from Wool, p. 154; How to Know Linen from Cotton, p. 155; The Last Word, p. 159 and other selections may be used for this purpose. See also Fourth Reader, pp. 9, 16, 30, 85, 140.

7. COMPLETION TEST

Illustration—The Circus Parade, p. 129, Third Reader

This is an illustration of an excellent type of written work by which to test the child's comprehension of ideas, and correct use of words.

8. RECOGNITION OR ELIMINATION TEST

Illustration—A Plucky Boy, p. 126, Third Reader

A list of words, a sentence, or a paragraph, containing some word or idea which needs to be eliminated calls for discrimination and judgment, as well as comprehension of ideas.

In exercises (a) and (b) below certain words appear which are not in the text. Underline the words or phrases which need to be eliminated.

(a) U. S. Grant

President of the United States
a good story teller
a quitter
plucky rider

(b) "Around the ring the pony ran, bucking and jumping. prancing and dancing, tossing himself first to one side and then to the other, but the plucky boy stuck on."

See, also, "Things To Do," p. 99, Third Reader

9. TRUE-FALSE TEST YES-NO TEST

(Types of Judgment Tests)

Devise a paragraph test as follows:

Illustration—Two Brass Kettles, p. 87, Third Reader

Directions for giving the test.

Ask the children to read the first paragraph. Note the number of sentences and the number of ideas. Place upon the blackboard three statements one of which is false. Ask children to tell which are true, which untrue. Continue with other paragraphs in the same manner. Check by writing the words *true* or *false*.

1. Two brass kettles lived in a museum.
2. They were small kettles, as small as mother's iron pot, and stood right side up at one end of the room.
3. Their story was an interesting one.

II. STANDARDIZED TESTS*

Standardized tests should be used at least thrice a year—at the beginning, middle, and close. The following are recommended:

Kircher's Reading and Vocabulary Test. Eau Claire Book and Stationery Co., Eau Claire, Wisconsin.

*NOTE.—Secure sample copies of one or more of the Standardized Tests and use the types of work indicated in devising exercises and informal tests similar to those given above. Follow directions explicitly both in presenting and checking results.

- The Kansas Silent Reading Test. Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas.
- Monroe's Standardized Silent Reading Tests. Indiana University, Bloomington, Indiana.
- Thorndyke-McCall Silent Reading Test. Teachers College, Columbia University, New York City.
- Ayres-Burgess Silent Reading Test. Russell Sage Foundation, New York City.

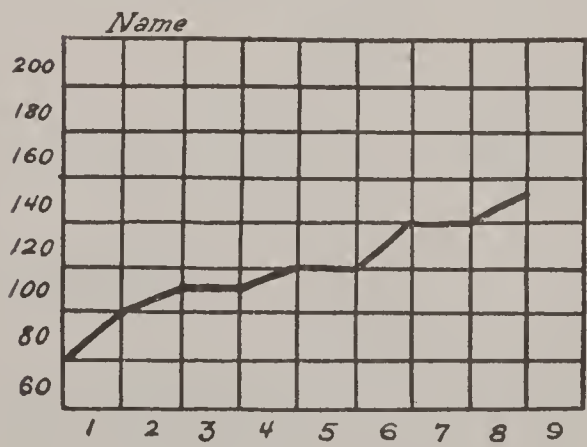
RECORDS AND GRAPHS

Speed and Comprehension Record

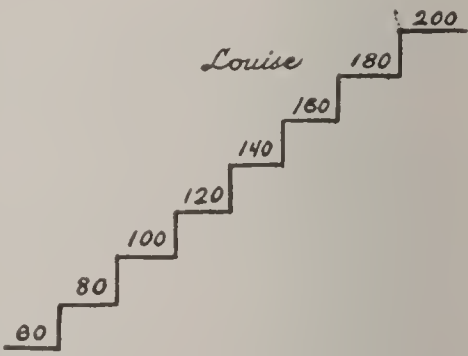
Name	Sept.	Jan.	May	Gain
Edward	120/V	136/VI	160/VIII	40/III
Mary				

Explanation. According to the above record Edward had a reading rate of 120 words per minute in September; in May, 160 words. Hence he made a gain of 40 words per minute. His comprehension was five points in September and eight in May—a gain of three points or 60% for the year.

Individual Graph



Stairsteps Record



NOTE.—Both records may be kept on the same graph, or stairsteps, by using black ink for comprehension and red ink for speed.

REMEDIAL EXERCISES

Remedial exercises to improve speed and comprehension in silent reading.

1. To improve the child's ability to recognize words quickly, various devices are used: "flash drills" of words, phrases, and sentences, placed on blackboard or manila sheets or cards; also on small manila cards. Arrange phrases of increasing difficulty in sets with five or more to a set and keep a record of the responses, passing from set number 1 to set number 2, etc., only when skill has been secured. Make sets of phrases which include the difficulties common to the group needing drill, e. g. time, place, descriptive phrases; phrases of comparison, opposite qualities, etc.

2. To improve the child's ability to recognize underpotent words, arrange phrase drills upon such phrases as "in the chair," "on the table," "one of them," "if we go," etc.

3. To improve the child's ability to quickly scan a line give short time exposures of word, phrase, and sentences upon blackboard, cards, and from book. Train children to get "eye fulls" of words by short time exposures on selected paragraphs on cards or from the text. Test both recognition of words and retention of ideas.

4. To improve the child's ability to comprehend meanings, train in getting the thought from the context, finding synonyms, through frequent classification of words, and in the use of the glossary as the first step toward dictionary study.

5. To overcome inability to get thought content. Select a paragraph from the text, or arrange a number of paragraphs for individual study upon manila cards. Place questions upon the back to be answered after a single reading—after a second reading, asking pupil to check his errors and rate his own score. Suggestions are given on page 15.

6. To overcome the inability to select main ideas in a paragraph or story. Arrange single paragraphs or parts of story on cards. On back of card indicate briefly the main ideas and the subtopics of the selection. Underscore the main ideas.

Direct children as follows: "Read as carefully and as quickly as you can. Write down the main points of the story. Turn over the card and see if what you have written matches those given on the card. The main points are underscored. When you have correctly matched a point, score yourself *five*. Read the paragraph again. Write down the points which explain or tell about the main idea. Turn over the card to see if what you have written matches the subtopics. If you have matched a point, score yourself *one*. (Each main point scores *five*, each subtopic *one*.)

7. To overcome inability to comprehend and reproduce.

Use short prose selections, short fables, short stories, preferably jokes, incidents, and pithy paragraphs. Direct children as follows: Read carefully and quickly and but once. After you have read it, write the story. If you cannot remember the words in the story, use your own words. (Questions may be placed upon the back of the card to help the child to recall the story.) An outline, guide words, and the key word in each sentence may also be given as aids.

8. To improve the ability to remember what is read.

Frequency and recency of recall, until main ideas are fixed, then a recall after a lapse of time to test the retention of ideas is absolutely essential. Therefore, opportunity should be provided for reviews through social programs, through class plays, and debates and story-telling clubs.

PROVISION FOR INDIVIDUAL DIFFERENCES IN TEACHING READING

How to adapt reading instruction to the variation in individual needs is a problem which confronts every teacher. The following suggestions are gathered from many sources:

1. Arranging pupils into small groups according to ability.
2. Encouraging children to read voluntarily in free periods.
3. Testing intelligence of children to determine what is fair to expect of them.
4. Testing rate and comprehension at regular intervals to determine rate of progress.
5. Specific help for individual defects, carefully administered when the teacher is sure that the diagnosis is correct.
6. Drills on sight words, phonics, phrases, comprehension and organization of ideas should be given to groups as needed, avoiding needless waste through mass drills.
7. Comprehension of content strengthened by paragraph study, using cards with paragraph on one side and questions on the other.
8. Home reading with a plan devised for checking results.
9. Assignments of work according to ability.
10. Drills to increase rate.
11. Recording errors of children and applying remedial work.

READING PROCEDURES

While each type of reading material calls for a different treatment, there are in most of the study lessons a number of elements common to all of them. Generally speaking, the first thing the teacher determines is What ability needs exercise? The second is What material is best suited to this purpose? Having determined these two points, her preparation and her work with the children would follow the general outline given below:

Teacher's aim or purpose: to develop rate or comprehension, or some particular reading ability.

1. Motivation: to arouse interest, create atmosphere, give proper "mind set."
2. State the problem: children's problem stated in terms of their particular needs and interests.
3. Eradicate children's difficulties—words, phrases, chiefly.
4. Read silently in accordance with teacher's directions.
5. Individuals report on paragraphs, part of story, or whole story.
6. Questions by children; expression of judgment, etc.
7. Summary: oral, occasionally written on blackboard in form of outline.
8. Children propose the next problem.
9. Evaluate their work and plan for improvement.
10. Assignment for further study.

SUGGESTED LESSON PLANS

TYPES OF PROCEDURE

THE BOY AND HIS BOOK—p. 1, Third Reader

Teacher's aim—To find out *how well* children can read at the beginning of the school year and to determine what shall be done to increase rate and comprehension.

Creating atmosphere

Perhaps you have already looked at the outside of your book and found its name in gold letters. You have glanced at the Table of Contents and found the title or name of the very first story on page 1. Turn the page. Just opposite you find a picture. Look closely at the picture. What is the boy doing? Where is he? What words are underneath the picture? Is that what you are doing? Would you like to read about this boy?

Setting the problem

Let us read to find out *how well* we can read this story.

Procedure

You may read to yourself. When you come to a word you do not know, I will help you. I will keep a list of the words you need to-day. You may read the first paragraph. When you finish, think about what you have read. If you know the words, you can get the thought. Then we can talk about it. I will help you with questions. Who was this boy? Where did he live? What kind of a house did he live in? What would you not find in the log cabins? Who taught him to read?

Place on the board these phrases for drill, if the class needs help with vocabulary: *very few books, log cabins, backwoods settlement, there were, how to read and understand the printed page.*

The children realize their own need so that vocabulary drills are motivated. Read the next paragraph in the same way, letting the children find out how the boy Lincoln learned new words from the lesson. What did Abraham Lincoln read? How did he learn to read?

Seatwork

Draw or cut a wooden shovel and write upon it six important words from the lesson. How did he learn to read?

What did Abraham Lincoln read?

THE OLD LION—p. 2, Third Reader

Purpose of lesson

Developing the ability to organize the main points under large headings—to outline.

Creating interest in the story

The pictures and the short discussion of nicknames given in the text furnish the cue for a brief discussion of nicknames common to members of the class and why so named.

Problem

Set by children, if possible: Who was this man and why was he given this nickname?

Procedure

a. Read to find out who this man was. As soon as you know, look up.

b. The first paragraph tells what kind of a man he was. Look up as soon as you find out. Shall I write it on the board?

Teacher writes: A great man, or a remarkable man.

What three things did he do? Which of these do you think most remarkable?

c. Read next and succeeding paragraphs, helping chil-

dren to find the central thought in each, to name it, writing it upon the blackboard, when accepted by the class. Question for details which help to support the main heading or central point.

d. Retell story from the outline. Five children may tell it in relay, securing audience participation by having them check the storyteller in case of any overlapping or omissions.

e. A part of this story may be read orally. One member of the class may choose two children to take the part of Mr. Roosevelt and his son.

f. To increase the rate and comprehension of some members of the class, additional drill upon phrases will be necessary.

The following are suggested: *President of the United States, hunted lions and other wild animals in Africa, health exercises every day, beautiful country places, roamed through the woods, through the shady lanes, always interested, grouped around him.*

Questions may be given both orally and in writing since both eye and ear appeal are important.

Seatwork

Write the outline from the blackboard. Read the story again, thinking about each part, and preparing to tell the story at home so mother or father will enjoy hearing it told.

Make a list of the phrases which tell how to make a boy or girl grow strong. The entire class may engage in making a collection of pictures which illustrate wholesome health habits. Mount and label the pictures to illustrate health talks or to use in making posters, etc.

SCALP HUNTING—p. 5, Third Reader

Purpose of lesson

Developing the ability to comprehend, organize, and retain ideas for a specific purpose. As far as the children are concerned they want to find out how to play this game. The true test of their ability to read and interpret is in the playing of the game correctly.

Creating atmosphere

Discuss both words of the title, their meaning, and whether hunting games of any kind have been played by the group.

Procedure

The word *scalp* is associated with what? Indians? Very well, scan the first paragraph and find two names that prove this. If they are Indians, where will they play? Glance quickly down the page and locate the place, etc.

Start at the beginning and read carefully, slowly. Make a diagram or picture as you read, showing each step. You may label your pictures using words and phrases, when necessary.

Write on the blackboard the sentence which tells who wins the game. The first one to do so is the most rapid reader in the class.

Between recitation periods

Test comprehension by having the game played, returning to the text to verify statements and procedure. Prepare the articles needed in playing the game.

THE COUNTY FAIR—p. 6, Third Reader.

(First Lesson in Outlining—teaching children the meaning of a thought unit.)*

Purpose

The ability to organize under essential headings—to outline.

Motivation and Problem

Discussion of fairs, their purpose, the exhibits, etc.
“This is a story which tells what a good time four cousins had at a fair. Do you want to read it?”

1. Eradication of word or thought difficulties.
2. Read the entire story silently.
3. Turn to the outline on page 11 of the text.
4. Say to the children: “The outline is a short way of telling the story. Read from the beginning to the point where the story stops telling about Going to the Fair and begins to tell about Meeting at the Gate.
5. Proceed in like manner to discover the beginning and end of each thought unit in the outline.

Results

Teaching the meaning of thought units.

Further Assignment

1. Show the children how to select sub-topics as indicated in the second half of the outline.

UNCLE SAM—p. 12, Third Reader**Motivating the silent reading**

The picture, and the accompanying words in the opening paragraph, lead the children to read with definite purpose. The purpose you have in mind is that of reading and retention.

* By *thought unit* is meant such portions of a selection as deal with a general idea. It may include one or more paragraphs or parts of paragraphs.

Procedure

Children read through as quickly as possible the Safety First Rules. Give directions for work: Close book and think them through. Try to give one, two, three or more. Read again, if you cannot recall them. Form the habit of remembering what you read. Look again and choose the one you need to observe or practice.

Read the rest of the story. Ask a question on each paragraph which brings out the central thought.

Drill, if needed, upon the following phrases: *through the voice of the policeman, other officers of the city and country, keep away from dangerous places, strong and healthy, good, useful citizens, become crippled.*

Writing a dialogue

On paper or on blackboard write the characters—Uncle Sam, boys and girls, policeman, etc. Write what each one of these characters says to Uncle Sam as:

“Uncle Sam, I should like to hear from my helpers to-day. Ah! Here they come. Enter boys and girls. What news do you bring, lads and lassies?”

Boys: “Rules, Uncle Sam!”

Girls: “Yes, rules, Uncle! Not all the boys and girls know them.”

“Little Susan will cross right in the middle of the street, even though we tell her to go to the crossing.”

Policeman: “But I am there to help little girls. She will soon learn.”

Uncle Sam: “Be careful, be cautious, be safe. That is a good rule for me, a good rule for you, for everybody. Do you know the others, my children?”

Children: “Oh, yes, yes! Let us say them for Uncle.”
(Children repeat them, one after the other).

Copy in notebook, adding something more. Illustrate with pictures.

AN EXCURSION—page 14, Third Reader**The introduction**

The primary object of all the introductory paragraphs is to prepare the way for what is to come, to awaken an interest in the reading through recall of previous experiences of the individual or the group.

The problem

Help the children to discover it. Have one child read it to the class.

Procedure

Use the questions of the text after the children have read the entire story. Set a time limit if you wish to stress rate, about five minutes. Work out on the blackboard a plan for an excursion including some game to sharpen close observation. Plan to increase rate, to improve comprehension, and organization. Improve retention by having children who first complete the reading make a list from memory of the trees mentioned.

Between recitation periods

Have children list five trees, five bushes, five plants which they know at sight. Choose one from each group and write three facts about each. See also the text for suggestions.

Results

An increasing ability to read rapidly and thoughtfully, to organize facts gained in ways that make them usable, as the plan for the excursion, lists, etc. An appreciation of the facts gained and a desire to read some of the selections given.

LITTLE GAZELLE—p. 18, Third Reader.

Creating atmosphere

The illustration and introductory paragraph are admirable aids. Note again the problem that is set for the children; *think* how her day differs from yours; *do* something—make a picture of the part enjoyed most.

Procedure

Have the children turn to the Study Helps or Questions. Read the names of the three parts of the story. Let the children decide whether they will work under time limit or not. Let them glance quickly at each paragraph to discover any strange or unusual words. Anticipate their needs—meaning of *tossed uneasily*, *very anxious*, *across the desert*, *several days*, etc. Find other words to express the same idea, etc.

Conversation and discussion

After reading each part, add other questions to those already given in text. Strengthen the social situation by having children give questions, helpful criticism of English expression and facts presented, verifying by further reading, if necessary.

A summary of each part may be given by three pupils, each one taking a character part, as Gazelle's story of moving day; The Arab's story of the journey; The mother serving supper, etc.

Between recitation periods

Story telling pictures of life in the desert made by one half the children—the other half making pictures showing moving day at home, serving food, etc. Choose one part and write a short paragraph using some of the words found in the text, and taking care to use capitals and periods correctly.

Read other selections and make a report to the class.

THE BELL OF ATRI—p. 24, Third Reader.

Piquing the curiosity

Arouse interest in the title, and increase interest by having children read the introduction. One might also use a picture of a little Italian town on a hill side as a “suggestor” having children imagine what might have happened to a bell and a horse in that little town. A simple problem is given in the introduction to which another may be added; not only finding another name for the story, but getting ready to play it.

Problem for the teacher

How to increase the children’s ability to comprehend the essential thoughts of the story and to appreciate the civic ideals presented so they will really function in their daily lives.

Procedure

The questions and assignment in the text give suggestive treatment, not only for thought getting, but also for thought sharing, and other expressive activities as well. The making of the drama might be placed in the hands of a committee who would choose the characters, improvise the speeches, etc., or a simple beginning may be made by the teacher as a blackboard assignment having children complete the first scene by adding the words of the herald, the king or the people, etc.

Assignment to meet the individual needs: Children of exceptional ability may try to read Longfellow’s poem from which this story is taken. Another group may look for stories of horses and place a bibliography on the board for others, while another group may still continue further study on the selection in the text, under pupil leadership, reading it aloud, if need be, or reading and discussing each paragraph or part again.

A SUN DIAL—p. 29, Third Reader.

Specific purpose in the pupil's reading

Simple experiments have a distinct value in helping children to know whether they can really comprehend what they find on the printed page, also to know whether they can read as fast as they should; because if one is to make something, he has to learn to use time wisely. The housewife, who plans to make a cake for the family, reads quickly, evaluates the contents of both the recipe and her larder, and works definitely to produce a delectable cake. Likewise the children engage in *reading* and *doing*. This selection is therefore, a testing lesson—the test of comprehension being the ability to do what is required in assembling material and producing the product. A few leading questions are given to assist the children, but these should be given only when the majority of the class have failed. Try this experiment as a test of the ability to comprehend and to carry out into action what is required. The true test of an experiment is whether you can get the right answer—whether, as in this case, it will work.

This lesson may have to be continued as a seat assignment or as a problem to be solved outside of school. Assistance may be given with vocabulary after a trial has been made, but allow children to work at it independently, if possible, and compare results.

COLUMBUS AND THE EGG—p. 31, Third Reader.

Motivating silent reading

The introductory note gives a definite problem in comprehension and in organization, though as far as the children are concerned they are only reading to make a play in two scenes or acts. Often, indeed more often than not, the teacher's purpose is quite different from the children's, but at all times she aims to link her own with theirs in rational and reasonable

ways. By that is meant ways that appeal to children without being too pedantic or "dragged in," as it were. Children are already familiar with some facts concerning Columbus which they may utilize to advantage in a play. They may refresh their memories with reading something familiar, as well as something new.

Procedure

Use the questions in the text to direct attention to the main points in each paragraph. Give others which bring out supporting details. Help children to visualize each scene. Have them dramatize each part, as

- I. The little boy on the wharf, sailors about, talking to them, etc.
- II. The sailors talking together after their return from India. Unloading boxes of tea, etc.
- III. Columbus and the globe—talking about the earth as round and not flat, etc.

Continue with each paragraph until each picture and the conversation is defined. Let children choose the parts desirable for their play as well as the persons for the different characters.

The true test of comprehension is what *you can do* with what has been gained.

Correlated reading

Use the selections given in the text. Find others. For the accelerated group, let them try to read one stanza of "Sail On" by Joaquin Miller.

Learning to use a map and globe

Some of the children, who have gained an idea of places far away, may be able to locate on a map the continent, Europe, the country Italy, and possibly Genoa (with the teacher's help). Appoint a committee for this purpose using

large maps with names of places well defined. They might also locate Atlantic Ocean, Mediterranean Sea, India, and the West Indies.

Correlated drawing and cutting

There is always some one in the class who could cut or draw the boy figure on the wharf, one who could make a ship, others who could make boxes of tea, etc. With such objects a poster announcing the Columbus play can be made. Other scenes may also be made.

Working by committees

One committee may find the picture, "The Boy Columbus," or the Statue of Columbus, and bring both to class, telling a story in connection with each. Another committee may make a list of words which all the class would like to keep in their notebooks, these words connected with Columbus' life at home, on the wharf, in the new land, etc. Still another committee may find out some facts about the Red Men or Indians which he found here. Developing the initiative of children, their resourcefulness, and their responsibility in the acceptance of related tasks is good training in citizenship.

A JACK-O'-LANTERN QUILT—p. 35, Third Reader.

The informational approach

Children have a background of simple experiences as a basis for formal discussion of Hallowe'en. The introduction indicates the direction the conversation should take and should be read by the children as a summary of their thinking. It also sets the problem for further reading. The illustrations on the opposite page help in clinching the problem given. Ask the children to state it in another way, as "The Story of the Patches," "Why we have so many pranks on Hallowe'en."

Preparing the way for understanding the pictures on the patches

Children may study the picture to find one patch on the Jack-O'-Lantern Quilt about which they wish to learn something more, as, What has the cornshock to do with Hallowe'en? Or, Why do we bob for apples on Hallowe'en? The reading of the text will answer some of their questions. They may locate the paragraph which answers their particular question, each one trying to be the first in giving its content. It may be necessary to have them glance quickly over the first page to find any difficult words—words which convey little or no meaning—as, old *festival*, a *feast* of many colors, *curious pranks*, in honor of *Pomona*.

Reproduction in relay

Summaries of facts gained are important. Children may re-read the story, choosing the paragraph which tells about the patch of their choice. Reproduction may then be begun in relay. If there are more children than there are patches some of the children may pass to the blackboard and write the names of the countries from which each custom came.

Use of illustrated material

The use of the map. Look up the following on the map: England, Italy, Germany, America, France, Scotland, Ireland, Wales. List the places with the names of the people, as, England, Druids, etc.

Play a game with the children to increase their speed in reading. Place a time limit for reading through three, or five paragraphs. Test organization of ideas and retention by questions.

Oral and written composition

Children may choose the patch in the quilt which they like best and tell why they choose it. (Or the country which has given us the most popular custom.) Write up the story in their own words after oral discussion in class.

Make a list of the customs. Vote for the one you think most popular. Illustrate and ask each one to guess the custom from the cartoon.

Make goblins, witches, brownies, and write a short sketch (a paragraph) of an imaginary experience. Make masks from paper bags to use in the Goblin March.

Motivating Review

Purpose

Increased rate in comprehension through stimulation; increased interest in reading related material; increasing the ability to use the material in other relationships.

A HALLOWE'EN PROGRAM

Let children plan it. Make costumes, dances, original songs, even if crude.

1. Brownies' Dance on Hallowe'en.
2. Seven Talks—Hallowe'en Customs.
3. Reading with pantomime—"Little Orphant Annie."
4. Music—Brownies' Dance or Witches' Song from Hansel and Gretel.
5. Dramatization or play "The Brownie and Boy and Tingle Too."
6. Exhibit of Hallowe'en cartoons.
7. Awarding of prize to winners—one to each row or group.
8. Hallowe'en Pageant—The Patchwork Quilt.
9. Games in which all participate: Bobbing for apples; Hunting for peanuts in the straw, etc.
10. Goblin March.

NIMBO'S GARDEN—p. 44, Third Reader

An aid to appreciation

This little rhyme affords the children added enjoyment by presenting still another picture of little Nimbo; particu-

larly do they like the rhyming words *tomatoes, potatoes; hoe, grow*.

Procedure

Let them read it silently, and then aloud, just for the pleasure gained in hearing similar sounds. Note the lines that rhyme, and those that do not. Help them to read with a kind of jolly rhythm. Let them read it silently in response to such questions as: Where in the story of "The Little Cave Boy" do you find any sentence or paragraph that helps you to believe that he planted corn and pumpkins, or used a little stone hoe? Find a sentence that leads you to believe that he had no dates or apples. They may wish to try to write a similar verse. Try omitting words at end of lines or at the beginning for them to fill in from memory. Try imitating this narrative in verse using another bit of Nimbo's experience, as, Gathering berries, Hunting the deer, etc.

Seatwork

Copy the rhyme from the text or copy the rhyme made by the class. Illustrate by drawing or cutting.

WHAT THE LITTLE MEN TOLD TED—p. 45, Third Reader

Motivation

This story is well motivated in the introductory paragraph. Help the children to see that they have four things to do: 1—Read quickly and accurately. 2—Make a decision or choice. 3—Read the part with the last point in mind. 4—Readiness in co-operating with others.

Test

The Helps to Study indicate a time limit. If the children do not complete the reading in the given time, they have something to work for and should accomplish it by reading a second time. The questions test the children's ability to get thought,

to reason from data given, to render a decision, both from the standpoint of character impersonation and from the standpoint of personal needs. They aim to stimulate thinking and to lead to action both on the *play* and *work* levels.

Dramatization

This story lends itself admirably to "Playing Book" in which one pupil reads the book parts while others read the character parts, each in turn. Characters: Ted, Ted's mother, Sugar, Protein, Mineral Matter, Fat, Vitamine.

Results

1—Ability to read quickly and accurately within a given time limit.

2—To render a decision and to utilize material in a new situation.

3—To interpret through oral or dramatic reading to give pleasure to self and to others.

A LESSON ON BIRDS—p. 48, Third Reader

Purpose

To aid in the formation of judgments.

The Problem

Have the children read the introduction and report on its content. Four directions for work are given. Let class decide upon which one of the four all should follow, and then choose one of the other three as their part of the problem to solve.

Procedure

Ask children to read as quickly as possible and decide upon a name for the story, for the paragraphs, and the questions they will ask. Each child will record his choice.

Choose a leader for the Name group and for the questioners. The former may record their titles on the blackboard while the rest engage in discussion using their questions. Check on the type of questions asked, and insist upon the

use of some words from the text in reproduction, such as, beckon, experience, devour, etc.

Seatwork

Ask children to answer the questions given in text using complete statements, illustrating at least two of them.

THE CAT, MONKEY, AND THE CHESTNUTS—p. 53, Third Reader.

Purpose—To picture details and reason from facts given—
“Reading between the lines.”

Introduction

Where our fables come from. Aesop, a Greek slave, collected these short stories which tell some truth in simple fashion. In a fable usually animals appear as characters. The characteristics of the animals are emphasized in one way or another. At once, we recognize the *sly* fox, *tricky* jackal, the *silly* monkey or the *vain* bird.

Questions

Silent reading in response to questions.

You will notice that the questions on this particular selection, are of two or three types: e.g. (1) the question which asks child to examine details; (2,) the question which emphasizes the main point at issue; (3,) the question which helps the child to weigh values, the relative worth of ideas. Note the questions: Who put the chestnuts in the ashes? What were the animals doing? Why or how did the cat ask the monkey to pull the chestnuts out of the fire? One might go further by reading or telling a similar incident, to test children's ability to see the relationship. At this age, it is rather difficult to make generalizations. They dimly sense the subtle hidden meaning.

Language and Related Literature

Inspire children to read other fables; as “The Two Frogs,”

“The Maid with the Basket of Eggs,” “The Dog in the Manger,” “The Fox and the Wolf.”

1. Have them list the animals in each, and give a characteristic phrase suited to each; as sly fox, hungry wolf, greedy dog, boasting frog, etc.

2. Copy the exact words of the conversation, making a short drama.

3. Imitation fables are a source of never-ending interest. Help children to choose their characters from animate or inanimate objects; choose a setting and incident, and create an up-to-date fable. Take, for instance, “The Fox and the Grapes.” An interesting short fable can be made in imitation of this one by taking “A Boy and Ripe Apples,” “The Hen and the Currant Bush,” etc.

Handwork

Book cover for “Fables of To-day.” Illustrations of the imitation fables.

MAKING A JACK-O'-LANTERN—p. 55, Third Reader

Purpose

To read accurately and to reproduce an action. If you have no pumpkin, you can pretend that you have one.

Motivation of silent reading

The pupils who finish reading first may go to the blackboard and answer the questions given in the text; those who rank second may draw a Jack-O'-Lantern; those who rank third may reproduce the story in action. The slow readers need to be stimulated by this type of objective tests.

Between Recitation Periods

Make Jack-O'-Lantern booklets and write as many words as possible using letters found in Hallowe'en.

At home, make a false face for Hallowe'en from paper bags, using colored crayons in decorating them. Wear them on Hallowe'en as a surprise to another grade or to the family at home.

A RAINY DAY GAME—p. 68, Third Reader

Purpose

To improve organization.

Directions for work

The "Who, where, what" of a story. Arrange your outline after you have read your story as quickly as you can.

Who

Where

What

Name of game

Kind of ship

Ship's cargo

Rules of game

The winner

Play the game at a short rest period.

Seatwork

Classification of words in alphabetical order.

HOW THE APPLE BLOSSOMS CAME BACK—p. 78, Third Reader.

Purpose

To clearly comprehend and visualize described details and to express them by drawing illustrations. "Picture words and pictures."

Approach

Use the pictures. Suggest that *printed words paint pictures*. Have the children read the introduction and note the pictures. Practice and repetition develops in the child a

quick comprehension of ideas. Arouse anticipation of still better pictures to come in the story by reading the opening sentence in the first paragraph, or discuss trees as they appear at different seasons.

Procedure

Pretend to paint pictures: Read first two paragraphs and decide what should go into the picture. Ask for phrases that contain picture words, as, beautiful apple tree. Follow this same plan throughout the story. Note the suggestions given in Helps to Study.

Seatwork

Pupils may now continue the work without the teacher's help, illustrating the pictures found, and members of the class may criticise each other's work, turning to the text to verify their judgment. A list of the *picture* words may be written in "Our Own Word Book," underlining the best picture words. Encourage pupils to bring to class expressive short paragraphs that "paint pictures."

LITTLE PEDRO—p. 92, Third Reader

Purpose

To obtain emotional reaction.

Preliminary discussion

The illustration and the introduction directs attention to the central figure, Little Pedro.

Problem

As you read this beautiful story you will wish to dramatize it for a Christmas program. The illustration gives an idea of the pantomime or pageant, costumes, etc.

Procedure

Have the story read through silently. Discuss words and their meanings, if necessary. Place phrases on board; some-

thing strange and mysterious, within the memory of anyone, suitable gift, etc.

Oral reading

Assign book parts or descriptive paragraphs to different children while still others will take talking parts, as, old man, Pedro, Little Brother, priest. Here we have a two-fold purpose:

Purpose of teacher—to increase appreciation.

Purpose of pupils in reading—to test their ability to take part in the play.

Purpose of pupils in listening—to appreciate rendition by their classmates and to give constructive criticism for improvement.

Preparing for the dramatization

The outline or plan may be worked out under the teacher's direction, recorded on the blackboard and copied by the children. Use the language of the text with a few additions. Consider the effectiveness of costume, of pantomime, of music, and help children to interpret the mood of the story.

Setting

A church or school auditorium, or the school-room if need be.

Characters

Little Pedro	Old Man	People	Knights
Little Brother	Priest	King	Ladies
Father	Choir	Queen	Puppy.

Scenes

- I. The old man's story.
- II. Pedro and his father.
- III. On the way to church on Christmas Eve.
- IV. Placing the gifts on the altar—a processional with music.
Christmas hymns by organ and choir.
“Hark the Herald Angels Sing.”

- V. Pedro and Little Brother. Chimes—Christmas bells or a carol sung softly by the choir as the children talk.
- VI. Christmas carols—sung by the choir.
- Costumes: Crepe paper may be used effectively with a few capes and long skirts borrowed from elders; white robes or slips for the choir; crowns for king and queen; silver shields for the knights; bright colored gowns for the rich ladies; sober colors for the poor, including Pedro and his brother. A toy puppy may be used.

AUNT BECKY'S CANDY SHOP—p. 100, Third Reader.

Purpose

To clearly comprehend and visualize described details.

Developing sensitiveness to illustrations

Throughout this text there are numerous pictures which should be discussed in relation to the selection. An excellent opportunity to check on comprehension is provided by this story.

Problem

To find out how much of the story is told in the illustration.

Procedure

Have the children read the major portion of the selection before they turn to the picture. Discuss references given at bottom of page 101. Complete the reading and test by such questions as, Read aloud any sentence or paragraph thoughts which are shown in the picture. Read those which help you to imagine other parts of the little shop.

Seatwork

Have the children read the story again and write the answers to questions given in the text using complete statements.

Pupils may write the names of coins used at that time and those of to-day, giving a definition for each, as indicated in the book.

FAMILIAR FRIENDS—p. 107, Third Reader

Purpose

To express in dramatic action what the book says—dramatization.

Setting the Stage

Explain that time pressure will be used and that there are four things for each to do.

Those not taking the parts will check performers to see if they omit anything. All read first paragraph and tell what is to be done. Some one illustrate.

Procedure

Assign parts and give time limit in which to read. All read first paragraph and pupil designated may dramatize. The rest check the performance. Read and act again, if necessary. All read second paragraph and proceed as above.

Seatwork

A. Pupils may write a short movie and exchange with others.

B. Pupils may choose one paragraph for illustration.

C. Pupils may list the difficult words and phrases, also, as they read the story again.

CHRISTMAS AMONG THE ESKIMOS—p. 111, Third Reader.

The Approach—personal background

The story told in the first person makes a personal appeal to the children's imagination. Create more of the Eskimo atmosphere by word picturing, illustrations taken from the

National Geographical Magazine, or pictures in geography text or by having the hut, or igloo drawn on the board. Children are always interested in the ways of these primitive folk of the far north. A skillful teacher will weave into her conversation some of the more unusual words of the text, some of these will appear upon the board for drill in enunciation and pronunciation using phrases for this purpose.

The analysis of the story

Help the children to get each picture as it is developed and, if possible, without destroying interest in the reading, help children to give each part a name. This can be done if the pictures are clear in their minds. Break the story into its logical divisions.

Specific assignments to aid in concentration of effort

Ask the children to look for definite details. This will test your ability to ask good questions, and the children's responses indicate whether you are clear and definite; and insist upon their being clear in statement of their findings. The test of your teaching is the way you handle the story and the way the children handle it.

Discussion

As the children find data under your guidance and report upon it either in single sentence or in paragraph form, form the habit among the children of checking up on important facts as well as the way in which they were presented. Politeness in presentation and in listening needs to be inculcated, as well as knowledge gained. Talking distinctly and to the point should be an ideal gradually forming in the minds of young children.

Bringing in other reading

The purpose of the selection is to bring to the children a vivid picture of a land where Christmas is unknown in con-

trast with their own. Added to this, they picture the visit of a woman who, like their mother, was interested in children and in Christmas for them.

There is no doubt that this story will stimulate a desire for further reading of life among the Eskimos. This is the time to feed that desire. Let them read "The Eskimo Twins" by Lucy Fitch Perkins and other selections suggested in the text. Read the "Seal Lullaby" from Kipling's *Jungle Book* to them and "The Snow Baby" by Peary. Appoint committees for special readings and the making of a program.

A Program

While the story "Christmas Among the Eskimos" may be read as an interesting Christmas experience in a far away land and dropped there, it also may be used as a part of a larger project in geography contrasting life in a cold land with life in a hot land as with Gazelle. As was suggested, committees or groups read various books for information which is shared with the groups. After discussion and organization of material, a review can be gained by the preparation of it for presentation to another class or parents' meeting. Stories may be written or presented orally, pictures may be collected for a "film talk" and sandtable work will help to clarify some details which might otherwise be hazy. The following program is suggestive:

LECTURES ON ESKIMO LIFE

BY THE THIRD GRADE

Eskimo House	How they Travel
Eskimo Food	Eskimo Games
Eskimo Dress	Christmas Among the Eskimos
Work of the Eskimos	Song—"Happy Little Eskimo"
Poem—Foreign Children	Riddles—Found in Snowland.
Snowflakes	Reading—The Snow Man

Games—Pin and Ball, Whipping the Treasure, The Arrow Game.

Instead of calling the numbers of the program, large printed slips with topic and name of person to present it may be placed in full view. These may be made by the class. The whole program may be conducted by the chairman elected by the group. An Eskimo book containing stories, cuttings, pictures, and illustrations could also be made and be placed on exhibit at this time.

THE REAL PRINCESS—p. 118, Third Reader

Teacher's Aim

To acquire more effective modes of thinking and reasoning; to enlarge one's vocabulary.

Pupil's Aim

Stated in the introductory paragraph.

Different ways to begin and end a story

Note how the story begins. Let class contribute others and record on blackboard for pupils to copy later in their word books for use in telling their own stories. Read story silently to decide whether oral reading would help in forming mental pictures; which paragraphs are best for oral reading; what words and phrases *sound well* in both reading and telling the story. List them on the blackboard, as, ancient Kingdom of Far Away, wondrous beauty, like the sound of running water, etc.

Oral reading of talking parts

Try to impersonate the characters. Dramatize as you read. Use facial expression, voice tones, and gesture or action.

Seatwork

Read the story again and answer the questions in the text. Additional work. The A group: list the phrases indicating *action*. B group: list the words which make you think of *palace*. C group: list the words describing *children*.

ELENA AND HER EASTER CAKE—p. 167, Third Reader.

Purpose—Appreciation of refinement of speech

Creating Atmosphere

As the children read the Introduction, they recall stories they read in the previous grade telling about Easter Bunnies, and possibly about an Easter Lily or Easter Eggs. They are always interested in Easter Eggs. Let them tell in language time more about Easter Eggs. Strive in this lesson to have them interested in a little girl far across the sea who celebrates Easter Day in a different way. Try to bring out the loving and giving spirit of the story through questions in addition to those found in the text.

Silent reading and oral reading

Get the pictures through silent study directed by questions given orally or on the board. Help the children to feel the emotional element as expressed by the two little girls by oral reading in parts, one taking Elena's part and another, Maria's. Still others might be "book" and read the explanatory parts, or this can be done silently.

Words and their meanings

Help children to get word meanings through the context, through the use of synonyms given by the class, through the use of the glossary which will lead to a use of the dictionary. Use words in phrases and sentences. Encourage children to use new words in their reading vocabulary in both oral and written discussion, preferably the former. Start a New-Word-

a-Week Club to create interest in the choice of words with which to enrich speech.

Language and Literature

Memorize "Little White Lily" McDonald or "Waiting to Grow" as expressing Easter tide. Tell how to color Easter Eggs. Give each child a bulb and keep a record of the changes which take place. Write a poem about "Little Brown Bulb." Tell a story like Elena's Easter Cake.

Industrial Arts

Make an Easter Card using the egg in some form, the cocoon and the butterfly, the bulb and the lily, etc. Make a flower pot from clay or a paper cover for one already in use. Make a cake using present experience, if possible.

THE LAMP LADY, p. 185, Third Reader.

Teacher's purpose

To develop ability to gather the central thoughts—to organize for a particular purpose.

1. Motive used. See introduction to story.
2. Problem stated—to find out why a little girl was proud to wash her hands in the Lamp Lady's brass bowl.
3. Eradicate certain word difficulties, as, *frequently*, *approached*, *cruelty*, etc.
4. Read silently as directed.
5. Individual answers to problem assigned.
6. Questions by individuals.
7. Oral summary of answers given to the problem.
8. Other problems proposed.
9. Teacher's evaluation of children's answers.
10. Further assignment: dramatize three scenes from the story.

MARY ELLEN'S WISE PURCHASE—p. 211, Third Reader.

Purpose

To organize under essential headings—to outline sub-topics.

Motive

Discussion of purchase made by members of class. Guess what Mary Ellen's wise purchase was.

Problem

Read to find out what she bought.

Procedure

1. Eradicate word and phrase difficulties.
2. Read silently as directed.
3. See who can solve the problem first.
4. Questions and expressions of opinion.
5. Other problems suggested.
6. Fill the sub-topics of the outline as given in the text.
 - a. Teacher and class should work out the complete outline upon the blackboard in a directed study period.
 - b. Erase blackboard outline and direct the children to reproduce it on paper.
 - c. Repeat this procedure several times either with this story or some other story until children are able to fill a black outline without assistance.

Results

Show how a story is organized under topics and sub-topics.

THE FLAG LADY—p. 243 Third Reader.

The purpose of the selection is given in the introduction—to learn the origin of the flag and to find out why Betsy Ross was chosen. The teacher's purpose is to train in thought getting and thought sharing: discussion and dramatization i.e. to gain control of ideas in order to use them for some specific purpose.

Class Discussion

Talk over with the children the meaning of Flag Day and what it means. Have them give the Flag Salute. It may be recorded on the blackboard and read by the children. Some of the ways in which to use the flag. If possible show a picture of the house in Philadelphia in which Betsy Ross lived. Show a picture of the first flag of our country. Why George Washington asked Betsy Ross to plan and make a new one. Make it as real as possible.

Memorize

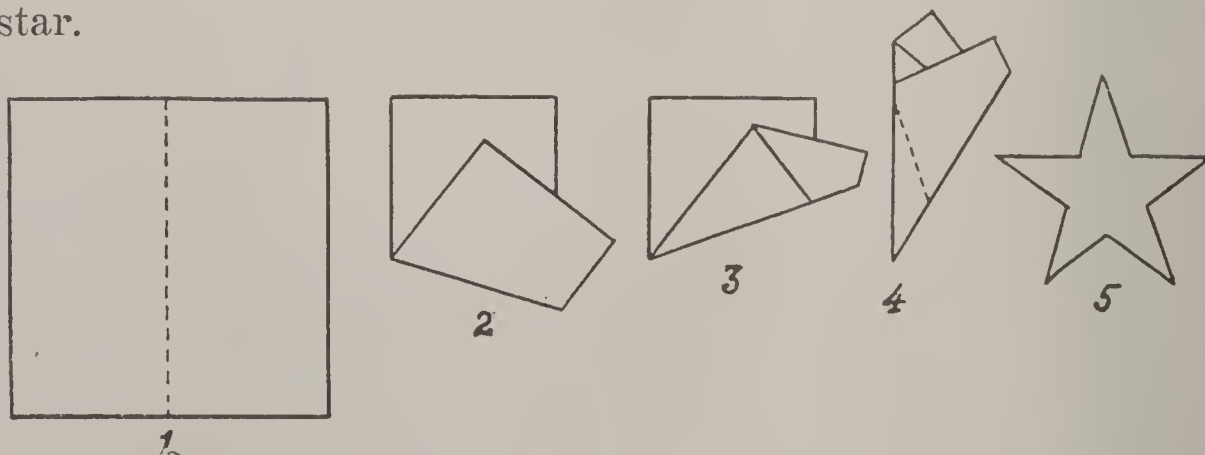
“The Red, White and Blue.”

Dramatization

Use the facts given in the story to develop a little drama through the use of the class story. Children can give setting, characters and conversation. Or, “Betsy Ross and the Flag” can be read and acted by a selected group of children. Find the drama in *Historical Plays* by Bird and Starling, or *Riverside Second Readers*.

How to Make a Five Pointed Star

Take a square sheet of paper. Fold it into two oblongs, then into four squares. Open the folded square showing an oblong divided into two squares. Fold on square as shown in the picture part way upon the other. Fold again as in figure 3. Fold again as in figure 4. Cut on dotted line. If you have followed directions carefully you will have a five pointed star.



THE MONARCH BUTTERFLY—p. 3, Fourth Reader.

Purpose

To acquire more effective modes of expression. To enlarge one's vocabulary.

Approach

Use the beautiful picture. Call children's attention to the artistic design. Use also the introduction. Help the children to note the choice or fitting words to express the beauty of the butterfly. Let them select the words and phrases which attract the most. Make this the keynote of your lesson. As the children gain ideas from the printed page help them to recognize the importance of the right word to express ideas, and without being too insistent, have them incorporate some of the words which interest them in their reproduction of paragraphs. This lesson will furnish a good incentive for starting "My Own Word Book."

List the new and unusual words on the board for discussion of meanings. Use the dictionary, if needed. List also the words that help in picturing the beauty of the butterfly; those that have a fine sound, as, gorgeous in color; those that are tripping on the tongue, as perfume packets, etc.

Appreciation and memorization of poem

What could be better than to fill young minds with pleasant thoughts and beautiful words! Secure appreciation through reading and interpretation, and memorization will follow, at least, some of the fine expressions will remain with them.

Between Recitation Periods

See "Things To Do" in text.

Read other selections on Butterflies, if possible. Let the exceptional group try to write a poem in imitation of Swin-

burne's "Butterflies." Have the children search the text for another selection in which the vocabulary makes a strong appeal.

LABOR DAY PARADE—p. 10, Fourth Reader.

Purpose

The ability to read quickly and to comprehend easily. The ability to perform in response to directions given.

The timely approach

Labor Day occurs on the first Monday in September. Teacher may read Walt Whitman's "I hear America Singing" in opening exercises and discuss briefly the meaning of Labor Day. The introduction indicates the method of procedure. This is a test in speed and accuracy. Each pupil has a part which he reads carefully in order to perform exactly what is indicated. Since each pupil is asked to note the correctness of the performance and the talk given by each tradesman, a careful reading of other parts than his own is necessary to pass worth while judgment upon individual interpretation. This material may be used as a performance or objective test.

How to Score

Pupils may be asked to count the number of sentence thoughts in a paragraph, using this number as a denominator. One point is given for each act to be performed. The number of points made by the pupil forms the numerator; thus, the musician, giving all the points in his talk and performing the necessary acts indicated, makes a score of six, etc. Children can readily determine the number of points made and estimate individual scores. At least fifty per cent of the content should be reproduced in speech and action.

EARNING A BICYCLE—p. 14, Fourth Reader.

Purpose

Increasing the ability to read quickly and the ability to select facts according to worth.

Procedure

Create interest by reading the introductory paragraphs. Stimulate readiness of response by placing on the blackboard the directions given under Quick Thinking,— page 16. At a given signal children begin to read. At the end of two minutes, give signal to stop. Note the number who have completed the selection in that time. Allow others to complete the story in one minute or less. Children may count the number of words read in two minutes. Record the rate score on the blackboard as follows:

<i>Pupils</i>	<i>Words</i>		
3	400		Is this median too low?
5	300	Median 225.	If so, what exercises will
8	150		you give to improve
1	100		rate?

Allow others to complete the story in one minute or less. Give signal to check on comprehension by answering yes or no to statements in the text, as

- | | | |
|--------|----|----|
| 1. Yes | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | 9. |

WILLIE'S DISCOVERIES—p. 34, Fourth Reader.

Purpose

To draw valid conclusions from data given. Reading and reasoning.

Procedure

Have the pupils read the problem and tell how they would solve it. Set a second problem if they answer correctly, as comparing their method with Willie's.

Have them read the entire selection with the purpose of (1) locating the "sign post" paragraph; (2) indicating the time at which Willie measured the tree; (3) of remembering the questions for their own personal use in doing just what Willie did.

Seatwork

1—List phrases which give an idea of Willie's characteristic qualities, as, wide-awake boy, etc.

2—Sketch, to a crude scale, the three objects which Willie measured indicating the length of shadow in each case.

3—Pupils may exchange work for purpose of expressing individual judgment upon work done by classmates.

BETTY ZANE—p. 39, Fourth Reader.

Purpose

To assimilate facts and to test one's ability to organize and retain for some purpose, as, reproducing the story in relay for the fifth grade, or writing the story in rhyme with the aid of the teacher for a patriotic or pioneer program.

Creating Interest

Introduce the story with informal conversation using the picture and the introductory note. Glance rapidly at picture or title. Ask children to include two facts in one statement. This will sharpen their powers of observation and increase their ability to express thoughts clearly.

Read introductory note silently and have children record their experience as indicated.

Intensive Study

Study paragraph by paragraph asking pupils to formulate a good test question on each. The best test questions may be placed on the blackboard in order as an aid in summarizing. The best thought provoking questions may be used to furnish

the incentive for a second reading of the selection, or for reading in another book the story told in a slightly different way. Or the questions may be such that more reading about Colonial Times will be necessary. How would you answer this question? "Why was not the supply of powder kept in the block house?"

Word Study

Many of the words are not in the children's usual reading vocabulary. Some are history words, some are geography words. Make a list of each, as

<i>History</i>	<i>Geography</i>
first settlements	United States
frontier and frontiersmen	Atlantic Coast
etc.	etc.

Use of Illustrative Material

Locate places named on map. What city near Wheeling, W. Va., was named in honor of this brave girl? Show pictures of Colonial life.

Between Recitation Periods

Suit the assignment to the needs of the children, dividing them into three groups, if necessary. The following exercises are suggestive:

- a. Write second paragraph changing the words without changing the meaning.
- b. Write rhyme words for Zane, fort, brave, fight, truce, gate, powder, sped, wild, wept, etc., as preparation for writing this story in rhyme.
- c. Illustrate one of the most interesting parts of the story and write a short paragraph in child's own words.

DRYING APPLES—p. 49, Fourth Reader.**Purpose**

The ability to perform in response to directions given.

Introductory note

This gives a picture of pioneer homelife. Ask pupils to read and select one of the activities for dramatic interpretation, as, shearing sheep, carding, spinning wool, weaving cloth, paring apples, etc.

Directions for work

1. The paragraphs contain directions for work, but, before pupils can engage upon them, certain materials and articles are needed. Ask pupils to read rapidly and list materials and articles in separate columns. The one correctly completing the list in the shortest time is the best reader and sets the pace for the rest.

2. Demonstrate the two methods given and discuss the advantages or disadvantages of each.

3. How is fruit dried to-day? A thought provoking question which should lead children to outside reference reading and to discussion with parents.

The same procedure applies also to the Selection "Making Jelly."

A WAGON TRIP—p. 51, Fourth Reader.**Purpose**

To interpret and remember for the purpose of reproducing what is read.

To determine central idea. To clearly comprehend, visualize, and describe in detail.

Creating Atmosphere

Use the picture which concretely presents the main theme of the story. Study it, allowing children to comprehend and

interpret details in answer to the problem set in the introduction. They may wish to formulate another.

Procedure: Audience reading contrasts with silent reading

The introductory paragraph also aids in securing an attitude of expectancy, particularly if one member of the group plays the part of the teacher and reads aloud from his diary while the others listen with books closed. At the end of each paragraph the reader will stop waiting for a response from the audience. Indicate that this may be in form of a question, discussion of word meanings, naming of paragraphs, or paragraph summary. Read the first two pages in this manner.

Silent Reading

Paragraph by paragraph, ask pupils to engage in discussion under pupil leadership, as far as possible. In the one case, children gain facts through the ear; in the latter, through the eye. Help pupils to note advantages gained through silent reading in contrast with those gained through listening.

Group Reading and Discussion

Divide the class into four groups. Appoint a chairman for each who will call on the members of the group for discussion of content, checking any glaring inaccuracy in statement. This plan affords an opportunity for discussion to a greater number within a given time. This type of socialized recitation, if properly conducted, yields large returns, in stimulating wholesome class criticism in expression of judgments.

Use of Illustrative Material

Use the map showing the frontier, the route taken from Ohio to Nebraska, the rivers crossed on the way, etc.

Extension Reading

Stimulated by having the children make a bibliography of all pioneer stories in the library, giving title, author, chapter headings, pages.

FROM FOREST TO LUMBER YARD—p. 79, Fourth Reader.

Purpose

To determine whether opinions are based on facts, opinion, inference, or supposition.

How the Introduction Prepares for Careful Silent Reading

1. Children's own experiences gained through the senses: seeing, touching, smelling. 2. Testing their ability to remember or recall experience. 3. Checking their reading by comparison with their own experience. 4. Evaluating the worth of facts given.

Anticipatory word discussion

To build a verbal background for better understanding, ask pupils to glance quickly through the first page and locate any unknown or unusual word. The word may occur in phrases, as "piled up in tiers," on the second page it may be "California and Oregon"; on the third page it may be "mahogany" or "mottled fibres," or "cedar and sandalwood," etc. Children should learn to work fast, allowing the eye to catch a new or unfamiliar word group from the rest.

Silent reading and doing

Read as quickly as possible to get a general idea of the story. Re-read to determine main points and write them on paper or blackboard. Start the pupils if necessary, as, 1. Lumber is piled in tiers in a lumber yard, etc. About half of the period should be given to reading and outlining; the rest of the time should be used in discussion of outlines, helping pupils to determine the accuracy of statements by verifying them with experience gained at first hand and from the printed page.

Between Recitation Periods

Consult text for suggestive types of work. Encourage home work.

Word Association Test, one of the following:

1. List trees common to the locality.
2. Tree products.
3. Names of kinds of wood used in manufacture of furniture.
4. Begin with forest and in five minutes see how many words will come to mind which the word forest suggests.

THE HORSE'S PRAYER—p. 133, Fourth Reader.

Purpose

To secure emotional reaction.

Creating atmosphere, a feeling of sympathy

Use the picture. Discuss briefly both the horse and the driver. Use the introduction. It asks a question of the child and makes a request.

Silent Reading

Have the class read with concentration quietly thinking and catching the spirit of the prayer. When they have finished, ask such questions as the following:

To whom is this prayer made? Why?

Mention as many things as you can for which the horse prays.

Which of all the requests do you consider most important?

What can you do to help animals?

Seatwork

Ask children to write five requests which a bird in a cage, a parrot, or another pet might make.

THE YOUNG LAWYER—p. 1, Fifth Reader.

Read the note to teacher on page 4 which gives full directions for handling the selection. It should be given at the begin-

ning of the school year, records kept of the scores made by the children, and read again in February in connection with stories of Lincoln, and for the purpose of noting improvement made both by the individual and by the group. The result obtained will serve as a basis for meeting individual needs during the second half year.

HOW SEEDS TRAVEL—p. 17, Fifth Reader.

Teacher's Purpose

To train in the ability to select facts according to worth and to use them in another situation.

Pupil's Purpose

To find out how seeds travel.

Create Interest

Recall actual experiences which children have had with seeds that steal rides, seeds that fly, and those that roll, or float, or travel in other ways.

Problem

Set by the children, after reading the first paragraph, viz. to find out how the seeds of trees travel.

Procedure—Study without the teacher

At seats, directed or guided by the main questions on each paragraph placed on the blackboard. For example, name the trees in the writer's backyard, the work of the squirrels, etc. Let children answer their questions in complete statements, illustrating one of their own choice. Intensive study of the paragraphs, one by one; reports done in relays, group reading and discussions. Divide the class into groups of four pupils each, select a chairman and have him propose questions to the others and check on the correctness of the responses.

Comprehension Test

Use the True—False statements on page 19 as indicated.

A BAKING EXPERIENCE—p. 68, Fifth Reader.**Purpose**

Increasing the ability to read quickly and to comprehend easily: Test the children's abilities in two ways: 1. By visualizing and picturing the situation. 2. By reproducing the story as if it had been a personal experience. Incidentally, the ability to "read between the lines" is stimulated, as well as appreciation of clear statements which children should be encouraged to incorporate in their own story telling.

Procedure

Have the children read the introductory note to stimulate interest in the story and set a goal, or a series of goals, as indicated in Helps to Study. Have the pupils read these independently and make a choice from 2, 3, or 4 for individual reporting. Train the pupils to select logical thought groups. After oral reporting and discussion, have pupils give suggestions for improvement in presentation.

Those children who are fast readers may go to the blackboard to illustrate each picture, or to select word groups which give the mental picture, or to outline as an aid in reproduction.

Need for drill

If the reading scores fall below a median standard in speed and comprehension, remedial exercises should be provided, such as follows:

1. Phrase drills suggested by the children themselves.
2. Word meanings, using context and dictionary to verify; use of synonyms of following words: ingredient, mixture, soggy, etc.
3. Judgment questions: About how old do you think the young girl to be? Give reasons. Select sentences from this selection as proof.

Between recitation period

Use Things To Do as a language lesson. Have pupils write a short paragraph as a record of the observation.

MY MOTHER TONGUE—p. 70, Fifth Reader.

Purpose

To appreciate refinement of speech.

Pupil's incentive

See introduction in text.

Purpose

Decide whether this is suitable material for a school motto and poster.

Read silently and thoughtfully.

Ask for individual expressions of judgment.

Eradication of possible word difficulties: *accompaniment*, *inheritance*, *enunciation*, etc. Discussion by class as to the meaning and choice of certain words.

Synonym Drill

Select striking or unusual words and find synonyms for them by use of the dictionary.

Discussion

Approval or disapproval of the motto. If approved, plans for making the poster.

A CRANBERRY MARSH—p. 81, Fifth Reader.

Teacher's Purpose

To develop the ability to select and summarize the facts that are worth while.

Children's Purpose

To gain essential facts concerning the cranberry marsh and share them with each other. This becomes their problem for solution.

Standards for Oral Reproduction

Standards may be worked out in the class and placed on the blackboard as follows.

- a. Good posture
- b. Facing the class.
- c. Clear, distinct utterance
- d. Clear, concise statements, avoiding the "run-on," "and, ah," sentence.
- e. Choice of words and phrases from the text to aid in presenting the content of the paragraph or part of the selection.

Procedure

In order to help pupils in analyzing the main facts of the selection, ask them to read the questions given in the text. Other questions may be added. Some work with phrases may also be given as preparatory to rapid reading and ready comprehension of thought.

Silent Reading

Ask pupils to note the number of sentence thoughts in the first paragraph, to read quickly, to close eyes as an aid to concentration in mentally recalling facts of worth. One pupil may state facts gained, clearly, concisely, coherently and as correctly as possible. The others will challenge his statements, or add to the facts already given. In this same manner, continue throughout the selection.

Socialize the reading lesson

Help pupils to be alert, and eager in giving constructive criticisms. Train them to be courteous as well as correct; to select those elements that are really helpful, avoiding the trivial or unimportant. Secure a reasonable appreciation of effort and a wholesome desire to help one another in the right way.

Assignment

1. Make an outline of the story to be used in retelling the story a week later. Have story told in relay.
2. Compare a huckleberry marsh with a cranberry marsh.
3. Use the cranberry as a unit of design for a border on a spelling booklet, containing words which relate to the raising of cranberries.
4. Dramatize the story of the "Cranberry Carnival." It is especially good for those children who have had experience in picking cranberries.

HOW TO BECOME A SCOUT—p. 94, Fifth Reader.

Purpose

To develop the ability to memorize.

Problem

The introduction sets at least one problem for solution, viz. good reasons to be used in persuading a father that membership in a Boy Scout troop is advantageous.

Procedure

Have pupils decide which facts should be used in presenting an argument to a parent. Use time pressure in reading the first two paragraphs. Summarize the essential facts.

Have them decide which parts should be memorized. "The Scout Oath"—give five minutes for this memorization. Send pupils to the blackboard and ask them to write the three statements. Pupils may be arranged in pairs, one acting as a check or reminder as the other writes the three statements. When the work is complete, use the text as a means of verification.

For further suggestions see "Helps to Study" in the text. Use a snappy, rapid-fire oral drill around the class in recalling the twelve points given in the Scout Law.

Assignment

Write The Scout Oath from memory. List the twelve points given in the Scout Law.

Readings from the Boy Scout Handbook.

THE BIRCH TREE——p. 106, Fifth Reader.

Purpose

To stimulate interest in and appreciation of a given field of study: Trees and their uses.

Preparing for an Arbor Day program

Various types of reading and doing are suggested in the "Helps to Study" and "Things to do" given in the text, and these may serve as a starting point for an Arbor Day program. There is nothing like a good start, and children should be encouraged to prepare for this occasion early in the year. This preparation may include the following:

1. An excursion to identify trees in the neighborhood, and a record kept, as,
 - (a) List of trees, underlining those identified by the group.
 - (b) Collection of leaves, bark, seed, fruit, etc., mounted and labeled.
 - (c) Sketches of trees, leaves, seed, etc., by individuals as homework.
2. Articles made by individuals as homework from tree products, as, birch bark toys, using bogus paper and water color in imitation, if the bark is not available.
3. Tree booklets made by small groups or committees, each group endeavoring to make a book which will be of interest to others as well as to themselves. A general plan for making the booklet should be proposed which may be modified according to the children's limitations and preferences.

- (a) Determine the number of pages not to exceed ten.
- (b) Discuss cover design and keep within range of their ability.
- (c) A list of all the trees which the group can name, underlining those which are readily identified.
- (d) Sketches of trees in the neighborhood.
- (e) Paragraphs about favorite trees by each pupil.
- (f) Favorite tree poems selected by group, either printed or written copy.
- (g) An original poem by the group.
- (h) What trees give us.
- (i) Birch bark and its uses.
- (j) Birch wood and its uses.
- (k) Water color sketch of the ornamental birch tree.
- (l) Bibliography of the best tree stories and poems.

AN ARBOR DAY PROGRAM

1. Recitation—"The Birch Tree," Longfellow.
2. Reading from booklets—My Favorite Tree.
3. Story telling in relay—Phillip's Tree.
4. Flowers in the woodland—Stories told by six children.
5. Recitation—"Trees," Joyce Kilmer.
6. Dramatization—The Cherry Pickers.

THE PORTRAIT OF WASHINGTON—p. 168, Fifth Reader.

Purpose

The ability to increase vocabulary.

Motivation

Discuss with the children what is meant by a word picture. "I see a man with a bald head and large nose. Can you see him?" etc.

Problem

To name each paragraph and select the key words in each.

Procedure

1. Portraits

Keywords: *serious looking, dignity.*

2. Disposition.

Keywords: *genial, hearty, gracious, kind.*

3. Physique

Keywords: *athletic, tall, graceful, shapely, florid, firm, large, finely arched, deep set, pensive, ample, pleasing, dignity.*

4. Dress

Keywords: *particular, powdered, black velvet, yellow gloves, cocked hat, adorned, cockade, black feather, knee and shoe buckles, white, polished leather.*

5. Character

Keywords: *doudy, fine, plain, genteel, eyes of the sensible.*

(b) Follow the suggestions given under the Helps for Study.

(c) As a synonym drill on keywords, use the dictionary.

Further assignment

See—Things to Do.

MAGIC PEARLS—p. 180, Fifth Reader.

Purpose

The ability to read quickly and comprehend easily.

Time test

Time limit—four minutes. Respond in phrases to questions given on page 184.

Full directions are given in the text.

THE HALF SHAWL—p. 196, Fifth Reader.

Purpose

To develop the ability to appreciate interpretation through dramatic action.

Creating interest through the introduction

The introduction sets a definite problem for the children to solve and gives a reward to the first one to complete the reading of the selection. This is an especially good story for oral or dramatic reading after the rapid silent reading survey of the whole.

Dramatization

This story affords opportunity for dramatic interpretation as the reading takes place. Pupils should be encouraged to portray the mood and the emotions which stirred the men at that time, not by telling them what to do but by having them experience the situation imaginatively and then on the *play level* to strengthen the imagery.

Assignment

Consult the Helps to Study given at the end of the story. Add others, if necessary, to meet the varying needs of the class.

MR. CRAWFISH—p. 5, Sixth Reader.

Purpose

The ability to read quickly and to comprehend easily.

Introductory note

Have the pupils read silently this introductory note. The first two sentences create interest in the material, the last sentence sets the goal, viz., readiness in reading and quick thinking.

Reading Test

At a given signal all begin to read. When selection is read, indicate by upraised eyes. Record time scores of pupils on blackboard in ascending order. Indicate the median for the class, also indicate the fast, slow and average readers. This has a salutary effect in stimulating effort. Use the elimination or phrase test given under Helps to Study, page 7, to test comprehension. Add other questions and phrases. Indicate comprehension score in same manner as above. Help children to note both their reading rate and comprehension and to plan definitely to improve them, if below standard; let them do another type of work, if above standard.

Consultative or reference reading

Stimulate reading along correlated lines.

THE ATHENIAN YOUTH—p. 34, Sixth Reader.

Problem

The ability to reproduce a story in whole or in part.

Motivation

See introduction in the text. Enlarge upon the discussion there suggested and, if possible, bring in pictures illustrating the characters portrayed.

Problem

To gather information for the purpose of giving a talk about a Greek school boy of 1700 years ago.

Procedure

- (a) Read through silently to get a general idea of the story.
- (b) Reread in accordance with the outline given at the end of the story fixing in mind the details under each heading.
- (c) Individual reports by topics orally.

- (d) Class discussion to gather further details.
- (e) Summary of principal points.

Further assignment

For further reading see list of "Other Selections" in text.

SEA ANIMALS—p. 43, Sixth Reader.

Purpose

Ability to select facts in order.

Motivation

Examine pictures of sea animals in geographies, encyclopedias and other reference books.

Procedure

- (a) Ask children to list such facts in order as are new to them as they read.
- (b) Socialize the recitation, that is, let one or more members question the class vigorously to bring out omitted details.
- (c) Sum up the new facts upon the blackboard.
- (d) Evaluate efforts.

Further assignment

As a geography lesson, list and locate the habitat of animals mentioned in this story.

THE STORY OF SILK—p. 49, Sixth Reader.

Purpose

To read rapidly—to skim.

Procedure

- (a) Discuss the conditions of the contest. Appoint two members to choose sides, and three other members to act as judges. The latter are to check on the number of exact facts given by each side, and declare the winner.
- (b) Teacher, or a pupil, may read aloud from beginning to "Mary's Story of Silk Production" on page 50 in order to give further zest to the contest.

(c) At the command "Go!" the girls begin skimming "Mary's Story" and the boys "Father's Story" for facts, and continue until time is called.

(d) Captains write lists of facts on blackboard as reported by members of their respective teams.

(e) Judges declare the winner.

Further assignment

Reread the story at will to list all possible facts. Out of these lists, determine which team really won the contest. The decision may have to be reversed.

THE FAR NORTH—p. 121, Sixth Reader.

Purpose

The ability to read rapidly, to comprehend easily, retaining at least fifty per cent of the content.

Creating Interest

The introductory note may be used as a "suggestor." Have the pupils read silently and answer questions orally. Some member of the class—usually the pupil with good reading habits established—will volunteer to find out more about Stefansson, the Arctic Explorer. Another will likewise volunteer to collect editorials of interest to the class. This attitude of seeking for knowledge and sharing it with classmates is the finest flowering of the socialized recitation, or natural school situation in which learning takes place.

Eradicating Difficulties

See Helps to Study in text and follow suggestions given. Emphasize word study.

Group Discussion

Leaders chosen by each group who give questions to test knowledge gained. Teacher may give a question to each group which leads to discussion.

Consultative Reading

1. Stefansson, the Arctic Explorer. 2. See text. 3. Rereading the selection, looking up additional references. Note: A single reading is not enough to clarify comprehension of facts nor to guarantee their retention for any length of time. In the case of an editorial, one reads the opinion expressed by the editor for the purpose of discussing his point of view with others and thus helping to form one's own opinion. Opinions cannot be formed without facts to support them, so this is a problem to be met in reading and discussion for how can one form an opinion if he cannot get the facts, or, if getting them, fail to retain them.

SOME PROBLEMS TO READ—p. 127, Sixth Reader.

Purpose

To develop the ability to locate data indicated by given questions.

Reading arithmetic problems

There is a specific need for this type of reading and reasoning from the facts stated. This is a practice lesson. Others similar to this should be devised as a means of testing the pupils' ability to read and reason, and to follow directions correctly.

Procedure

Silent *reading* and *doing*. Do not discuss the problems with the pupils until each has had a chance to interpret the first one for himself. This may be given as a part of a study lesson *with the* teacher or a seat assignment without the teacher. In either case, the teacher will use the results as a basis for further work of this kind, or work of increasing difficulty, when comparative ease in solving and following directions is shown.

Assignment

Assign problems from the arithmetic text in use, supplementing the material with the same type of questions and tests used in this one. Also have the children prepare material for each other, as a means of testing their use of facts already given in a new situation.

THE OYSTER INDUSTRY—p. 161, Sixth Reader.

Purpose

To develop the ability to read reference material for a specific purpose within a given time.

Children's aim or purpose

To gain as many usable facts as possible from each topic and organize them into a reasonably good Lilliput Lecture to be given in an assembly of the fifth and sixth grades.

Problem

The problem is definitely stated in the introduction and should be read by the children themselves.

Procedure

Since there are three distinct topics the class may be divided into three groups, each group responsible for the topic assigned to it. At a given signal let all begin reading, following the directions given in the introduction. As soon as the reading is completed, with suggestive notes taken, the pupil should stand to indicate his rate of speed. If the class is fairly well graded, wide variance in the reading rate will not be in evidence. Set a time limit of two minutes on the first and third paragraphs, and one minute on the second. Indicate to the pupils that at least 50% of the content is expected to be retained. Let them count the ideas presented and determine to give at least one-half of them.

Oral reporting

Use notes as a means of presenting a clear, concise, coherent array of facts. Then ask pupils to present only those facts gained from the encyclopedia not found in the geography text. This calls for further discrimination and exercise of judgment, by retention of old facts gained and comparison of these with the new, eliminating that which is already known.

Assignment

Similar assignments in relation to other phases of geography or history until the habit of careful rapid reading, with note taking, is established. Further, the habit of checking the ideas gained by re-reading the material and by comparison with material gained from other sources.

THE OLD SCOUT—p. 230, Sixth Reader.

Teacher's purpose

To have the children select facts for a definite purpose or end in view. In this particular case, the teacher's purpose and the children's purpose coincide.

Securing interest

A few days before this lesson is given provide opportunity for the pupils to write "Character Sketches" of a person chosen from the class. This sketch may be entitled "A Boy I Know" or "A Playmate of Mine." An attempt at simple description will prepare the children for the interpretation of the character sketch. A keener appreciation of detail necessary to portray character is gained by the preparatory work.

Problem

The introduction gives two suggestions which may be of service in stimulating imagination and then checking the imaginative picture by some kind of representation, either

sketching with crayon or charcoal or pencil, or using paper and scissors and cutting a silhouette.

Procedure

It will be necessary, therefore, to have careful silent reading, analysis of the main thoughts, organization of ideas, and sufficient retention to insure a clear, concise, coherent reproduction. This silent reading and oral reproduction may precede the graphic presentation or it may follow. If used as an oral summary of essential facts, the illustration as well as the reading of the text would be used as a means of verification.

The procedure may also include drill upon phrases which convey pictures, as, six feet in his moccasins; hands large, fleshless, muscular; partially covered by a bushy whisker; etc.

Assignment

List descriptive phrases of the individual—The Old Scout. List descriptive phrases of another book character or a classmate. Read in your history text or in Lincoln Third Reader a description of Daniel Boone, noting whether this description given here fits the character in any particular.

INDEX

READING ABILITIES

The following reading abilities, utilized in the Lincoln Readers, are discussed and illustrated in this manual on pages 10-24:

- I. The ability (a) to read quickly, and (b) to comprehend easily.
- II. The ability to locate data, etc.
- III. The ability to select facts according to worth.
- IV. The ability to select facts in order.
- V. The ability to organize under essential headings—to outline.
- VI. The ability to reason from given data other facts and then prove corrections or incorrections of inference.
- VII. The ability to use dictionary.
- VIII. The ability to use references.
- IX. The ability to make a bibliography.
- X. The ability to reproduce a story in part or whole.
- XI. The ability to perform in response to directions given.
- XII. The ability to appreciate interpretations in dramatic action.
- XIII. The ability to memorize.
- XIV. The ability to increase vocabulary.
- XV. The ability to appreciate refinement of speech.
- XVI. The ability to appreciate a joke.
- XVII. The ability to use data given in other situations, for specific purposes.
- XVIII. The ability to summarize.
- XIX. The ability to create or change introduction or ending, to change story from prose to poetry, to drama, etc.
- XX. The ability to exercise choice, to form judgment.
- XXI. The ability to ask questions as well as to answer them.
- XXII. The ability to visualize and describe details.
- XXIII. The ability to gather central thoughts.
- XXIV. The ability to obtain emotional reaction.
- XXV. The ability to select facts for a definite purpose—to skim.

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OF SELECTIONS

The contents of the Lincoln Readers are here arranged alphabetically with citations to Reading Abilities and Type Lessons outlined in this Manual. The Roman numerals refer to the Reading Abilities listed on the opposite page; the Arabic numerals, to the Manual.

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THE LINCOLN READERS

By

ISOBEL DAVIDSON

SUPERVISOR OF CITY GRADES

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF WISCONSIN

and

CHARLES J. ANDERSON

ASSISTANT STATE SUPERINTENDENT

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